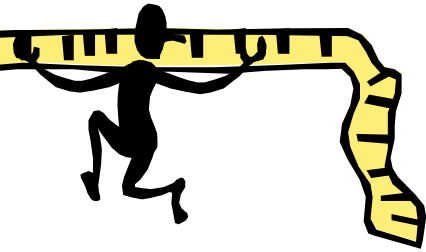


*Driver Education
Performance Assessments*



Driver Impairment

2004 Edition



Driver Education
Performance Assessments

Driver Impairment

Student Services/Prevention and Wellness Team



Elizabeth Burmaster
State Superintendent
Wisconsin Department of Public Instruction
Madison, Wisconsin

This publication is available from:

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We owe a great deal to the Wisconsin educators who developed these performance assessment items for use in Wisconsin schools. The following dedicated professionals assisted in these processes:

Sue Abing

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CESA 2, Milton

How to Use the Driver Education Performance Assessments

Performance assessments are standards-based strategies for determining what students know and how they are able to apply health-related concepts and skills they have learned.

Performance events are curriculum-embedded activities that students can complete *within a single class period*. An event might include some limited group work, but the emphasis is on each individual's written response to a problem situation.

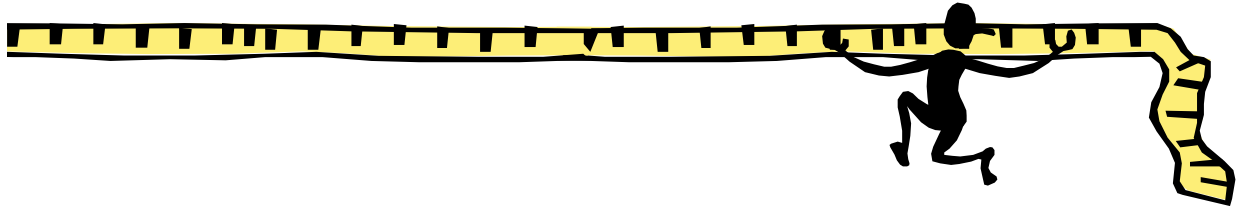
Performance tasks are curriculum-embedded projects that students complete *over an extended period of time* (more than one class period). Students complete some work in groups, but the final product includes one or more components completed individually. Performance task activities create a complex product that shows what students can do.

Both performance events and performance tasks are grounded as much as possible in authentic student experiences.

Use the following strategies to incorporate health literacy performance assessments into your instruction:

- ◆ Diagnose the students' prior knowledge before instruction.
- ◆ Monitor the students' progress during instruction.
- ◆ Determine what students have learned in a unit of instruction.
- ◆ Obtain meaningful data useful in improving the quality of teaching.
- ◆ Decide what content and skills need to be reviewed or (re)taught before assessment.
- ◆ Determine whether students are meeting the standards addressed in the performance assessment.
- ◆ Successfully connect student performance to standards in state-assessed subject areas such as social studies, science, mathematics, or English/language arts, and other required or elective subject areas.
- ◆ Exhibit or display student work on a health topic (for example, collages or posters).
- ◆ Enhance student interest in a health topic.
- ◆ Provide a variety of assessment tools from which to choose so that students can show their knowledge and skills and feel a sense of accomplishment.
- ◆ Visually represent clear and consistent messages throughout the school or in a public awareness campaign.
- ◆ Have students educate peers about healthy living through the performing arts, thus positively affecting both the performers and the audience's health behavior.
- ◆ Document student learning and talent using student health portfolios.
- ◆ Investigate the impact of a health program on student behavior or the school environment.
- ◆ Replace or supplement standardized and teacher-made true-false, multiple-choice tests.
- ◆ Build the scope and sequence for your health program.
- ◆ Develop effective scoring rubrics and guidelines.
- ◆ Provide meaningful anchor points on a rating scale using samples of student work.

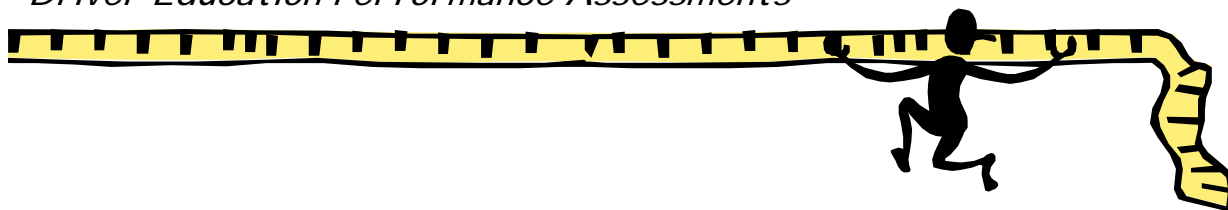
For information on scoring assessments, see Appendix.



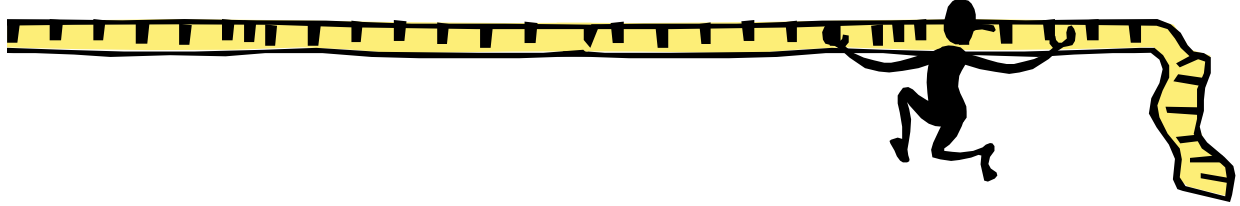
High School



Driver Education Performance Assessments



Driver Education Performance Assessments



Content Area: **D R I V E R E D U C A T I O N :
I M P A I R M E N T P R O F I C I E N C I E S**

Performance Task: **"Are You Talkin' to Me?—
Media Influence"**

Educational Level: High School

Student Instructions

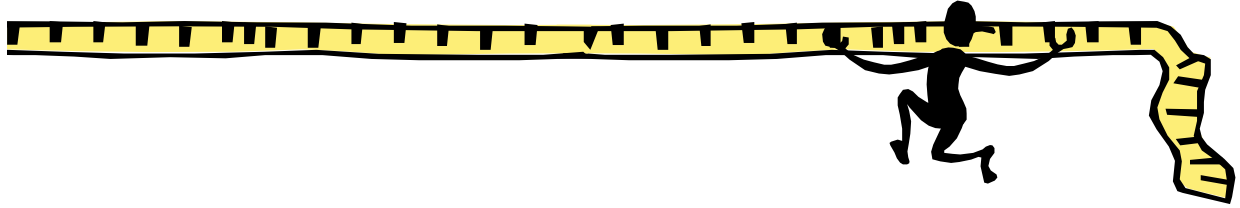
How can you tell if advertising is "talkin' to you"? To be able to determine this, you need to be media literate. You need to be able to determine the influence media has on you, and if it is aimed at you as a consumer. You also need to be able to identify different types of media such as: video, paper print ads, audio, digital/computerized, PowerPoint, tape, and CD.

Media literacy has various components. In order for you to become an informed consumer of current media, you need to know about these components: purpose, target, sponsor, form, and realism. You will study an example, "Crash Site Media Literacy Framework" model, to become familiar with components needed to evaluate all different types of media advertisements that may affect you. Ultimately, a presentation you create will be evaluated using a rubric developed from the components found in the "Crash Site Media Literacy Framework."

Before creating your own presentation, view at least three types of alcohol advertisements and evaluate them using the "Crash Site Media Literacy Framework." Try to determine what type of media is used, if the ad is directed



Driver Education Performance Assessments



toward any specific group of people (is it “talkin’ to you?”), and if you feel the ad is responsible. What is the message presented in each ad? Write a minimum one paragraph evaluation of each of the three advertisements you review.

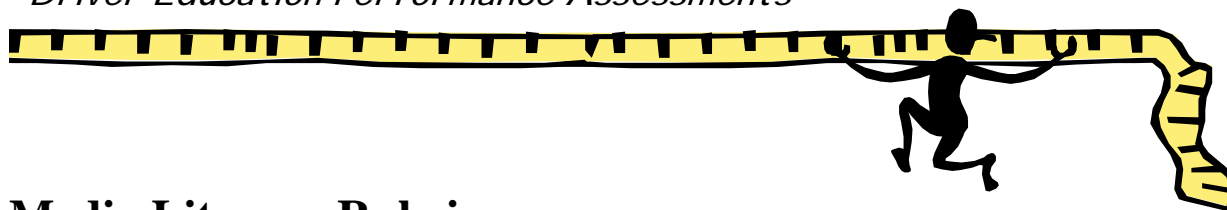
After reviewing the framework model and evaluating three alcohol advertisements, your task will be to create a responsible underage drinking media presentation in the form of video, print, audio, digital/computerized, PowerPoint, tape, or CD. Be certain to include all five areas found on the “Crash Site Media Literacy Framework” form when creating your advertisement. You may work individually or in groups of two or three to create a responsible underage drinking media presentation.

Assessment Criteria

Answers will be scored on the following:

1. How well you evaluate alcohol advertisements using the “Crash Site Media Literacy Framework.”
2. How well you develop a responsible underage alcohol prevention media presentation.



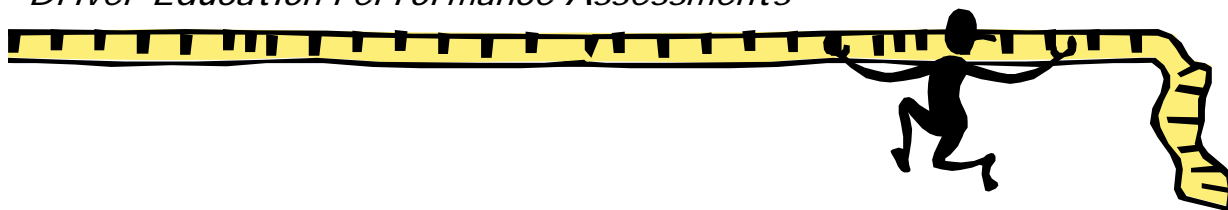


Media Literacy Rubric

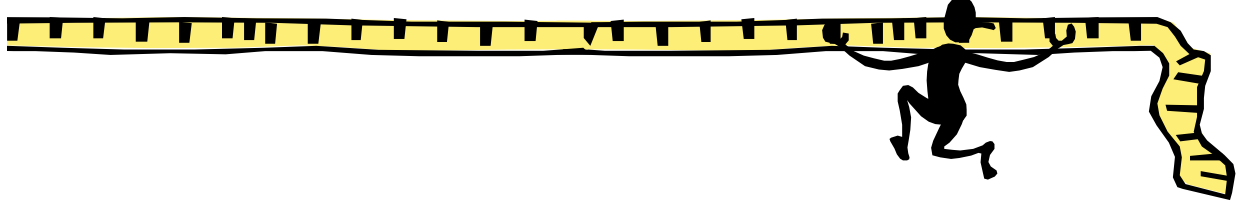
Criteria	Performance Levels				
	5	4	3	2	1
Purpose Point of Message	✓ Easily identifiable or understood ✓ Shows detailed understanding of issue ✓ All info is organized	✓ Point is not clear ✓ Shows some understanding of issue ✓ Some organization		✓ Not able to identify or understand ✓ Does not show understanding of issue ✓ Disorganized	
Target Who is message directed towards	✓ Target easily identified ✓ Message consistently reached audience	✓ Identifies possible multiple targets ✓ Message reaches intended audience most of time		✓ Can't identify specific target ✓ Message is lost- doesn't reach audience	
Sponsor "Who's behind this ad?"	✓ Easy to identify sponsor	✓ Difficult to identify sponsor		✓ Can't identify sponsor	
Format The medium	✓ Appropriate to both audience and message	✓ Appropriate to audience or message		✓ Not appropriate to either audience or message	
Realism How realistic, relevant, is persuasion used, logical sequence	✓ Accurate and focused ✓ Relevant to audience ✓ More than one persuasion technique used ✓ Logical sequence	✓ Somewhat accurate and focused ✓ Somewhat relevant to audience ✓ One form of persuasion used ✓ Difficult to follow sequence		✓ No logical sequence ✓ No relevance shown ✓ No persuasion used ✓ Can't follow sequence	



Driver Education Performance Assessments



Driver Education Performance Assessments



Content Area: DRIVER EDUCATION:
IMPAIRMENT PROFICIENCIES

Performance Task: "Are You Talkin' to Me?—
Media Influence"

Educational Level: High School

Teacher Information

Curriculum Connections

Health, English, Consumer Education, Civics/Social Studies, Radio/TV Class

Overview

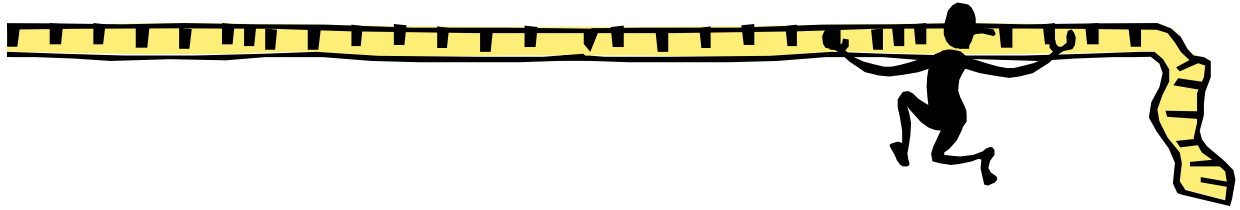
Advertising is a powerful medium. It entices us to do different things and impacts what we, as consumers, do (purchase and use). The more we understand media, the less chance there is of it impacting us in a negative fashion. The activities used in this lesson will help students realize that some advertising is aimed directly at them, even though it may not be healthy or appropriate. These activities will help students realize that advertisements are "talkin' to me."

Requirements

First, each student must find and evaluate three alcohol advertisements and write at least one paragraph about each advertisement. The paragraph could include evaluation criteria that include the following items: purpose, target, sponsor, form and realism. Secondly, students individually, or in groups (of two or three), will



Driver Education Performance Assessments



create a responsible underage drinking media presentation. Both activities will use the "Crash Site Media Literacy Framework" to evaluate the effectiveness and appropriateness of the advertisements. The framework is from the "Crash Site Impaired Driving Prevention Program for High School Students," developed by Inflexxion. If you do not have this computer program, you will need to find an alternative evaluation instrument.

Time

It is estimated this will need up to two class periods over a two-week time span to accomplish the stated goals. The first class period should be used as an introduction to media literacy and media evaluation. The students will then have several days to evaluate three alcohol advertisements and turn in their written responses. After approximately two weeks, or a period of time you feel is appropriate, the second class period will be used for presentation of the student created media presentations.

Materials

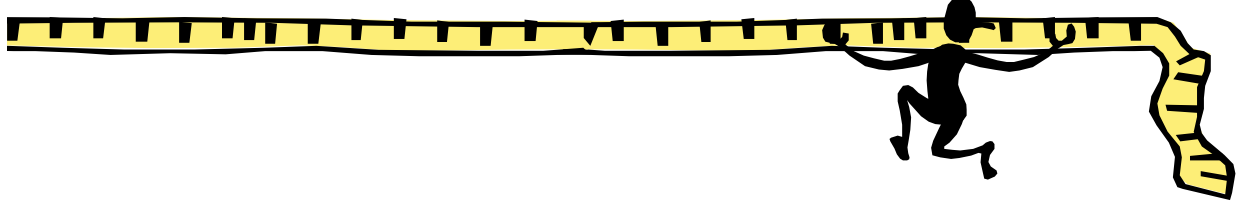
Pens or pencils for note-taking, student copies of "Crash Site Media Literacy Framework" (or other appropriate evaluation instrument), audio and video equipment, digital cameras, computers, audio and video tapes, CD burner and CD's, PowerPoint program, and the "Media Literacy Rubric" for teacher evaluation

Instruction

Students will find and prepare written evaluations of three alcohol advertisements. They should include the components of: purpose, target, sponsor, form, and realism as identified in the "Crash Site Media Literacy Framework" or components of an alternative evaluation instrument.



Driver Education Performance Assessments



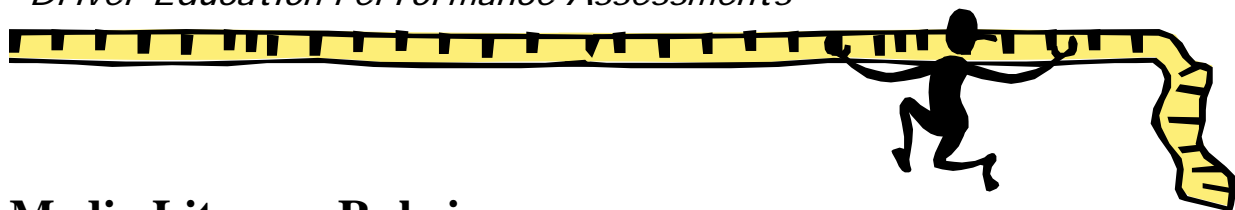
Students will then create a responsible underage drinking media presentation in the form of video, print, audio, digital/computerized, PowerPoint, tape, or CD. They may work individually or in groups of two or three.

Assessment Criteria

Answers will be scored on the following:

1. How well the students evaluate alcohol advertisements using the "Crash Site Media Literacy Framework."
2. How well the students develop a responsible underage alcohol prevention media presentation.



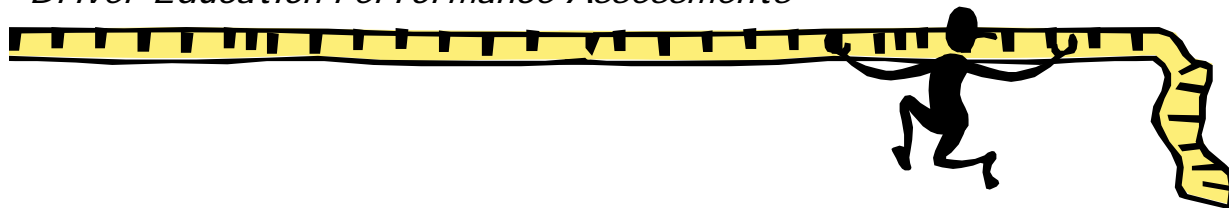


Media Literacy Rubric

Criteria	Performance Levels				
	5	4	3	2	1
Purpose Point of Message	✓ Easily identifiable or understood ✓ Shows detailed understanding of issue ✓ All info is organized	✓ Point is not clear ✓ Shows some understanding of issue ✓ Some organization	✓ Not able to identify or understand ✓ Does not show understanding of issue ✓ Disorganized		
Target Who is message directed towards	✓ Target easily identified ✓ Message consistently reached audience	✓ Identifies possible multiple targets ✓ Message reaches intended audience most of time	✓ Can't identify specific target ✓ Message is lost- doesn't reach audience		
Sponsor "Who's behind this ad?"	✓ Easy to identify sponsor	✓ Difficult to identify sponsor	✓ Can't identify sponsor		
Format The medium	✓ Appropriate to both audience and message	✓ Appropriate to audience or message	✓ Not appropriate to either audience or message		
Realism How realistic, relevant, is persuasion used, logical sequence	✓ Accurate and focused ✓ Relevant to audience ✓ More than one persuasion technique used ✓ Logical sequence	✓ Somewhat accurate and focused ✓ Somewhat relevant to audience ✓ One form of persuasion used ✓ Difficult to follow sequence	✓ No logical sequence ✓ No relevance shown ✓ No persuasion used ✓ Can't follow sequence		



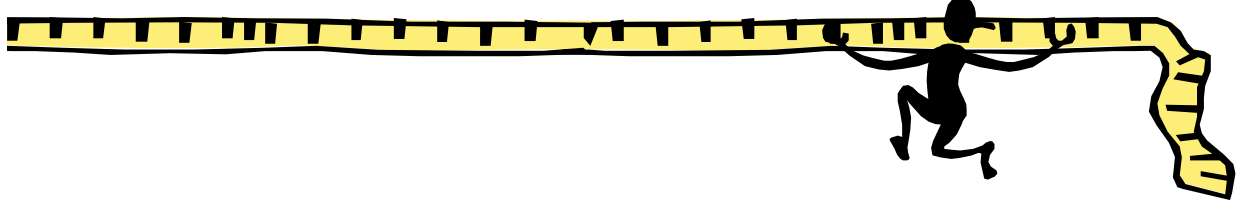
Driver Education Performance Assessments



Model Academic Standards for High School Driver Education Programs Administered
by the Wisconsin Department of Public Instruction



Driver Education Performance Assessments



Content Area: **DRIVER EDUCATION:
IMPAIRMENT PROFICIENCIES**

Performance Task: **"Dreamy Driving—Sleep Deprivation
and Performance"**

Educational Level: High School

Student Instructions

For the next week, keep a log of when you go to bed and what time you get up. Please include any time you wake up during the night and any naps taken during the day. You should also make note of daily tasks (examples; what you did at school, at work, or at play). Then write a paper pointing out the positives and negatives of your own sleeping habits. What days and times will be best for you to drive? What should or could you do at other times?

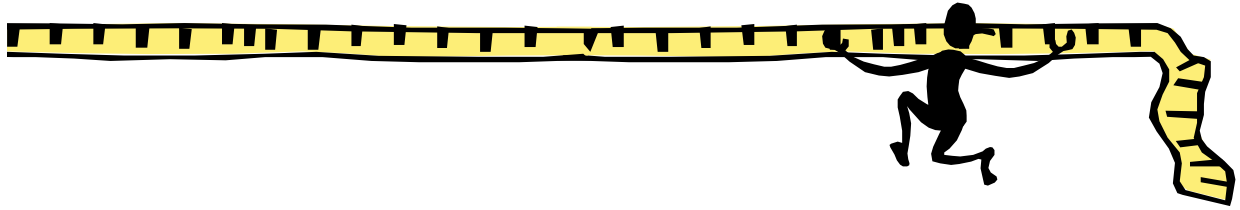
Assessment Criteria

Answers will be scored on the following:

1. How well you properly articulate the difference in an ideal sleep pattern versus your own.
2. How well you are able to describe the conditions needed for a good night's sleep.



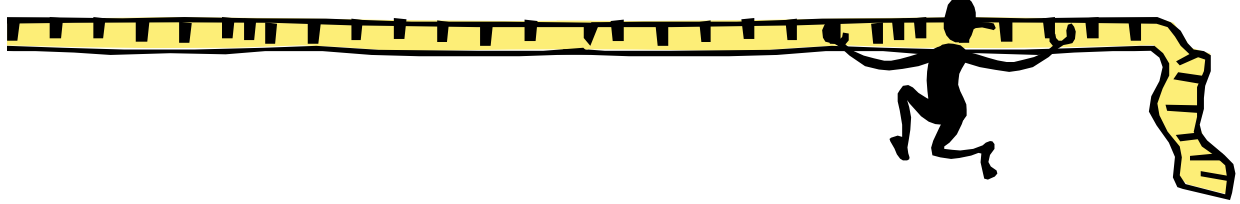
Driver Education Performance Assessments



Date/Day	Time You Woke Up from Previous Night's Sleep	Naps During Day and Duration(s)	Time You Went to Bed?	Times Awakened During Evening
Day #1				
Day #2				
Day #3				
Day #4				
Day #5				
Day #6				
Day #7				



Driver Education Performance Assessments



Content Area:

**DRI VER EDUCATI ON:
I MPAI RMENT PROFICI ENCI ES**

Performance Task:

**“Dreamy Driving—Sleep Deprivation
and Performance”**

Educational Level: High School

Teacher Information

Curriculum Connections

Driver Education, Health

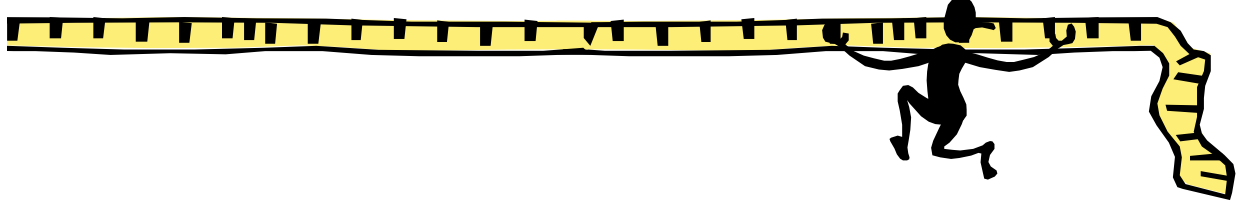
Overview

Sleep deprivation is a deadly infection in the system of task performance. After staying awake for 24 hours straight, a person will be about as impaired as if he had had enough alcohol to be legally drunk in most states, a recent national study states. Almost one quarter of 18- to 29-year olds report they have fallen asleep at the wheel at some point during the past year, according to a survey on sleep and fatigue conducted by the National Sleep Foundation. One-half of U. S. adults admit to driving while they are tired. Sleep disorders such as chronic insomnia, sleep apnea, narcolepsy, and restless leg syndrome—all of which lead to excessive daytime sleepiness—afflict an estimated 50 million Americans. The effects of driving drowsy mimic the effect of driving drunk.

- Reaction time is slowed
- Decreased awareness
- Impaired judgment



Driver Education Performance Assessments



Requirements

Students will document their own sleep patterns. They will then write a paper pointing out the positives and negatives of their own sleeping habits and how it impacts their driving.

Time

One week of documentation and one class period

Materials

Pens, pencils, paper, and a watch or an alarm clock

Instruction

For one week the students will keep a log of when they go to bed and what time they get up. They will include any time they wake up during the night and any naps taken during the day. They should also make note of daily tasks (examples; what they did at school, at work, or at play). Then they will write a paper pointing out the positives and negatives of their own sleeping habits. They will realize what days and times will be best for them to drive.

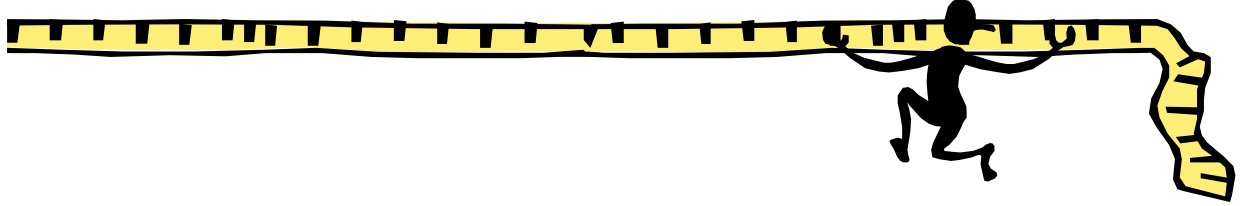
Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of sleep deprivation.
2. How completely and correctly the student demonstrates the positives and negatives in their own sleeping habits.



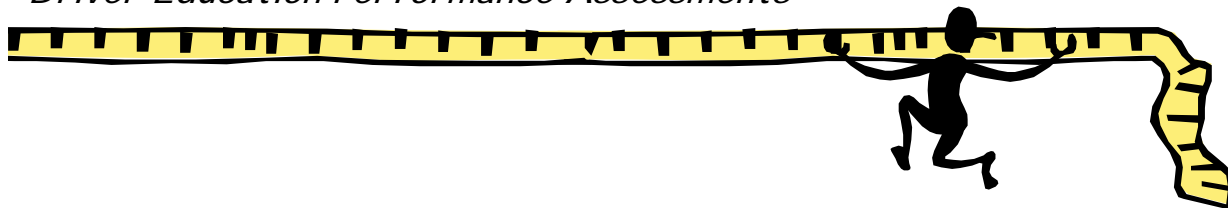
Driver Education Performance Assessments



	Draft Model Academic Standards for High School Driver Education Programs Administered by the Wisconsin Department of Public Instruction: The student is able to...
C1	describe personal consequences and legal implications of alcohol consumption, or other drug use, for drivers or passengers
C2	explain how alcohol affects driving performance
C3	describe how BAC is determined and measured and how the Implied Consent Law is related to BAC measurement
C4	describe Wisconsin's OWI laws
C5	list <i>3 drugs</i> , other than alcohol, and their effects on the driving task
C6	describe how distractions within the vehicle affect the driver
C7	describe how strong emotions can impact one's driving performance
C8	describe how fatigue affects driving performance and steps drivers can take to reduce or avoid impacts of fatigue on their ability to drive



Driver Education Performance Assessments

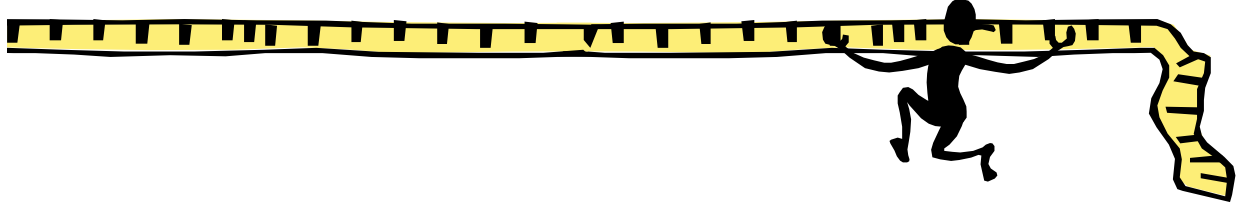


Sample Response

Date/Day	Time You Woke Up from Previous Night's Sleep	Naps During Day and Duration(s)	Time You Went to Bed?	Times Awakened During Evening
Day #1 5/12 - Sun	9:00 am	4:30 – 4:45 pm; went to church 10:30 am; no breakfast; worked at McDonald's 2:00 pm – 4:30 pm; played tennis 5:00 pm – 7:00 pm; went to grandparents 7:00 pm - 9:00 pm; snacks for dinner; watched TV & studied till bed	11:00 pm	none
Day #2 5/13 - Mon	6:30 am	None; school 7:30 am to 4:30 pm; work at McDonald's 5:30 pm – 10:30 pm; watched TV till bedtime	11:45 pm	none
Day #3 5/14 - Tues	6:00 am	None; school 7:30 am to 4:30 pm; cut lawn 5:15 pm – 6:15 pm; homework at library 6:30 pm – 8:00 pm; went to friend's house listened to music 8:00 pm – 10 pm; homework till bed	12 midnight	once
Day #4 5/15 - Wed	6:30 am	None;===== school 7:30 am – 4:30 pm; Work McDonald's from 5:30 pm – 10:30 pm; study at home for test 10:30 pm – 12:30 am	12:45 am	three
Day #5 5/16 - Thur	5:30 am	Studied for test 5:30 am – 7:00 am; school 7:30 am – 4:30 pm; subbed at work for friend 5:30 pm – 10:30 pm; write paper 11:00 pm – about 1:00 am	1:15 am	two
Day #6 5/17 - Fri	7:00 am	Late for School 7:50 am – 4:30 pm; worked 7:00 pm to midnight; went to friend's party 12:00 – 1:30 am	2:00 am	none
Day #7 5/16 - Sat	9:30 am	Napped 5:30 pm – 7 pm; yard work 10:00 am – 2 pm; golfed 2:30 pm – 5:00 pm; attended friend's party 7:00 pm – 1:00 am	1:45 am	two or three



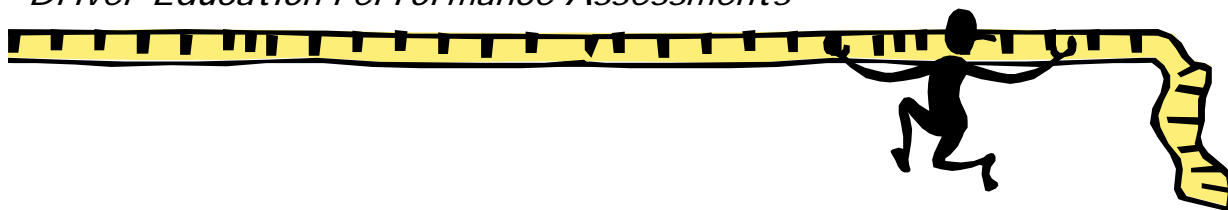
Driver Education Performance Assessments



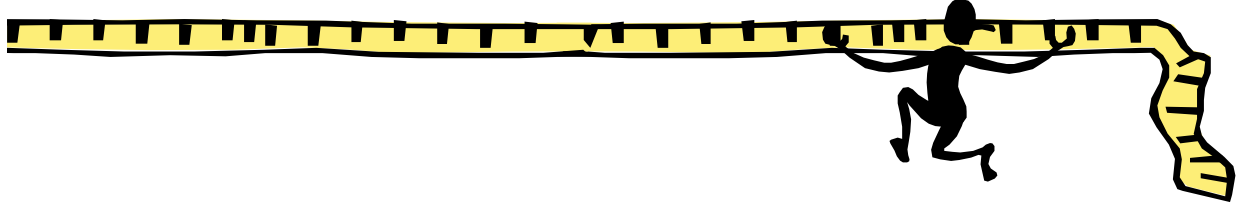
Narrative: In papers, look for any comments about being tired during the days (especially school days), hard to focus attention, eating patterns, or study habits. How late was typical bedtime each evening? Does student seem to get tired a lot during the day? Does student ever intentionally stop and nap? Did student mention anything about what types of physical activities the student is involved in? Does student have a set bedtime or wake-up time and does student adhere to it? Any comments on how refreshed student feels when she or he awakens? Did the student identify best days in relationship to number of hours of sleep she or he had gotten? How many hours does the person work (if she or he has a job)? Does student ever get up during the night? How many nights does this occur, and what nights?



Driver Education Performance Assessments



Driver Education Performance Assessments



Content Area: DRIVER EDUCATION:
IMPAIRMENT PROFICIENCIES

Performance Task: "Emotional Balance—Avoiding Road
Rage"

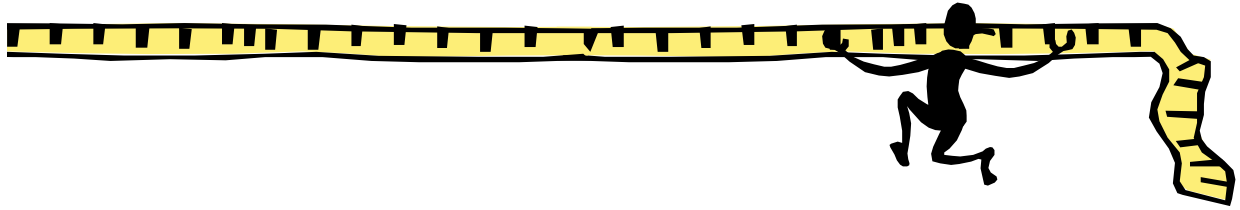
Educational Level: High School

Student Instructions

You will analyze a scenario in class based upon past emotional experiences. List on the chart below the effects of anger, happiness, and depression. Please note how the emotions are able to cause differences in the decision-making process.



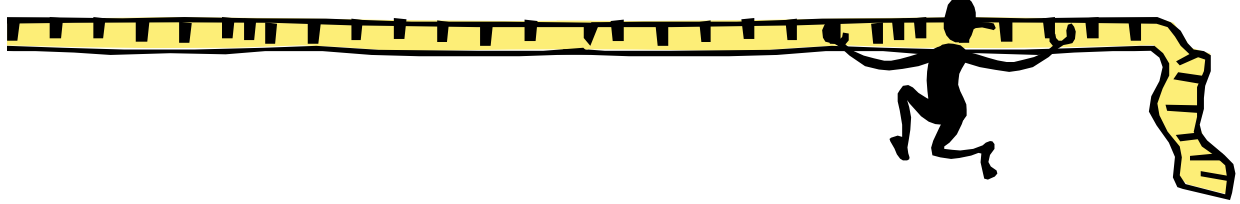
Driver Education Performance Assessments



	<u>Psychological</u>	<u>Emotional</u>	<u>Physical</u>
	Ability to focus	Ability to control impulse	Ability to take proper course of action
<u>Anger</u>			
<u>Happiness</u>			
<u>Depression</u>			



Driver Education Performance Assessments



Scenarios

1. On the way home a car pulled out in front of Randy. He had to slam on the brakes to avoid hitting the car. He became enraged and started to chase the other car.
2. Randy is accepted to Texas A & M. He is so excited. He can't wait to tell his friends. So he jumps into the car and speeds off.
3. Driving home from school on Friday, Randy has a disagreement with his girl friend.

Analyze—For each scenario above, at what point was Randy best able to prevent poor decisions? What was the point of no return?

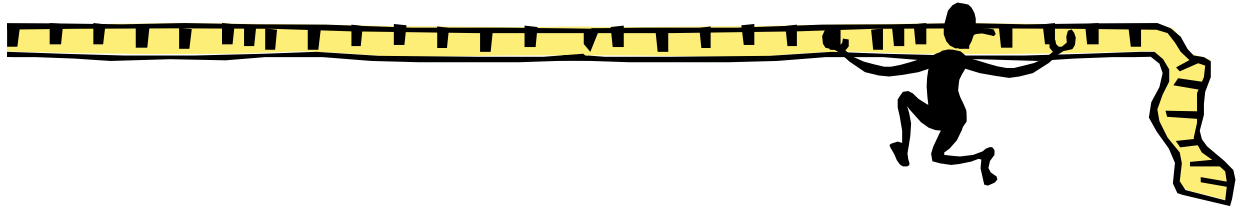
Assessment Criteria

Answers will be scored on the following:

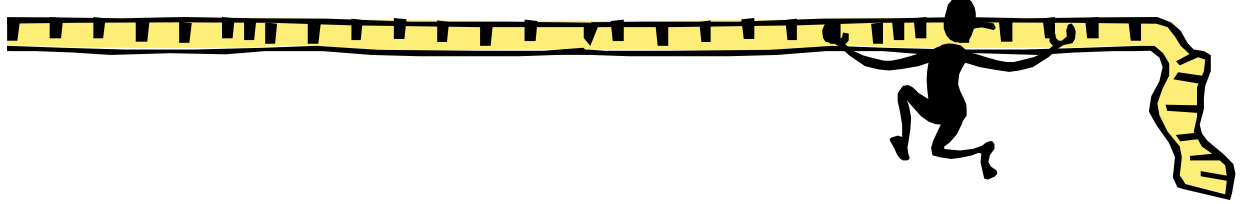
1. How well you will be able to express your ideas and the major concepts of emotional balance using the scenarios provided.
2. How well you are able to describe and identify differences between driving behaviors that are examples of aggressive driving to those of road rage.
3. How well you will be able to identify the stages in which prevention of road rage will best occur.



Driver Education Performance Assessments



Driver Education Performance Assessments



Content Area:	D R I V E R E D U C A T I O N : I M P A I R M E N T P R O F I C I E N C I E S
Performance Task:	"Emotional Balance—Avoiding Road Rage"
Educational Level:	High School

Teacher Information

Curriculum Connections

Health, Psychology, Social Problems, History, Physical Education, Athletics

Overview

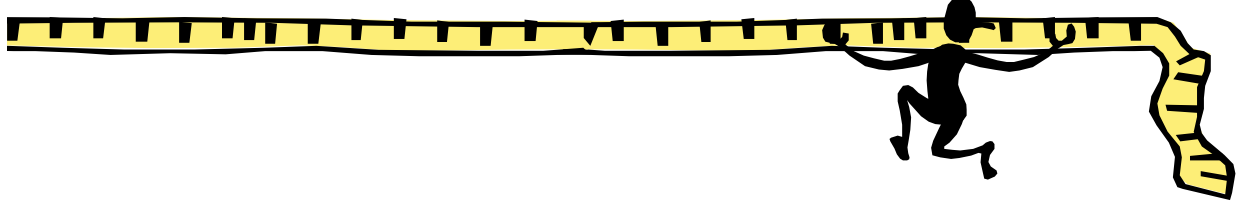
Road rage is becoming a major problem for the driving population in the United States and it is a criminal offense. For example, a person may become so angry over an aggressive driving incident that he or she overreacts and retaliates with some type of violence towards another driver or vehicle. These violent acts may range from a physical confrontation to assault with a motor vehicle or possibly a weapon. Often, the roadway incident that caused the person to become enraged may have been something quite simple and even trivial.

Public's Concern

Throughout the country, the public's concern over aggressive driving and road rage continues to grow. Some studies indicate the public is actually more fearful of aggressive drivers than it is of impaired drivers. In a survey of more than 1,000 adults, the consumer coalition found that 64 percent believe people are driving much less courteously and safely than five years ago.



Driver Education Performance Assessments



Requirements

The students will analyze and interpret the scenarios and fill in the chart. The student needs to understand similarities and differences between aggressive driving and road rage, using definitions and written documents incorporating descriptions, definitions and examples of both types of driving behaviors and the various impacts each have on drivers.

Time

One class period (up to 55 minutes)

Materials

Pens, pencils, paper, written or electronic reports or studies on aggressive driving and/or road rage (an example would be AAA's 1999 Study Report entitled, *Controlling Road Rage*)

Instruction

Students will analyze a scenario in class based upon past emotional experiences. List on the chart the effects of anger, happiness, and depression. Please note how the emotions are able to cause differences in the decision-making process. Instruction about the chart and terms on the chart need to be discussed.

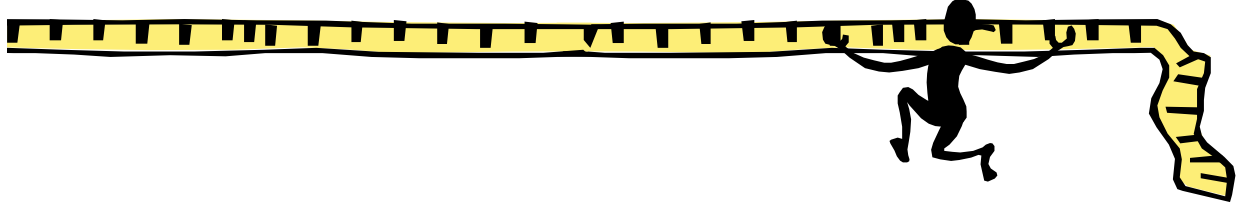
Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of how emotions affect driving performance.
2. How well the student can articulate the difference between aggressive driving and road rage, and how well she or he can identify or cite specific differences between the two.
3. How well the student recognizes different triggers of road rage.



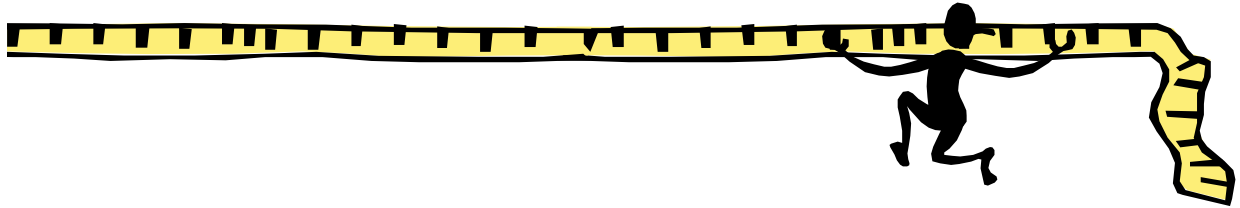
Driver Education Performance Assessments



	Draft Model Academic Standards for High School Driver Education Programs Administered by the Wisconsin Department of Public Instruction: The student is able to...
C1	describe personal consequences and legal implications of alcohol consumption, or other drug use, for drivers or passengers
C2	explain how alcohol affects driving performance
C3	describe how BAC is determined and measured and how the Implied Consent Law is related to BAC measurement
C4	describe Wisconsin's OWI laws
C5	list <u>3 drugs</u> , other than alcohol, and their effects on the driving task
C6	describe how distractions within the vehicle affect the driver
C7	describe how strong emotions can impact one's driving performance
C8	describe how fatigue affects driving performance and steps drivers can take to reduce or avoid impacts of fatigue on their ability to drive



Driver Education Performance Assessments

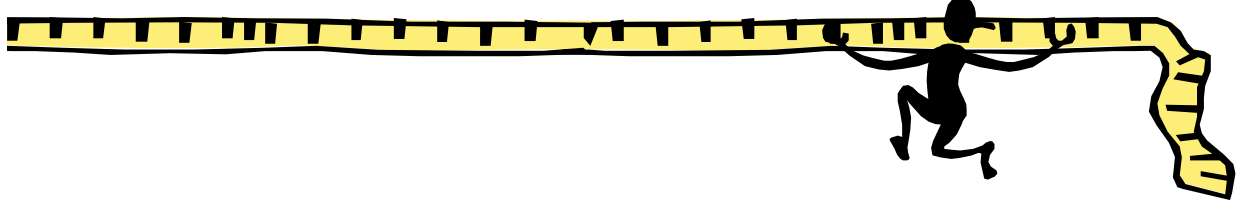


Sample Response

	<u>Psychological</u>	<u>Emotional</u>	<u>Physical</u>
	Ability to focus	Ability to control impulse	Ability to take proper course of action
<u>Anger</u>	Anger affects Randy's ability to focus because he is focusing on the other car and his anger toward it.	Randy's ability to control his impulses while he is angry is diminished because when someone is mad they would like to hurt the car/driver.	If this happens again he might not slam on his brakes because his ability to take proper course of action is interfered by his anger about the last time this happened.
<u>Happiness</u>	Randy isn't thinking about what's going on on the road; he's focusing on his acceptance.	Randy may not be in such a rush to get there; he may pass people and speed unsafely because he has a great impulse to tell his friends.	Randy won't be able to take the proper course of action because if he's speeding he might be going too fast for conditions and may lose control of his vehicle.
<u>Depression</u>	Randy is so depressed that all he would be focusing on is his girlfriend and not the road.	Randy may not be able to control his impulses because he might not care and just go run over a ball that a child is chasing after.	Randy may not be able to take the proper course of action if he sees his girlfriend's car he might just hit it instead of stopping.



Driver Education Performance Assessments



Analyze:

Scenario #1—

Best Point of Prevention—Before he became angry

Point of No Return—As he became enraged

Scenario #2—

Best Point of Prevention—Do not drive, wait until emotions have settled down

Point of No Return—Physically speeding off—loss of self-control

Scenario #3—

Best Point of Prevention—Save conversation until car is at a permanent rest

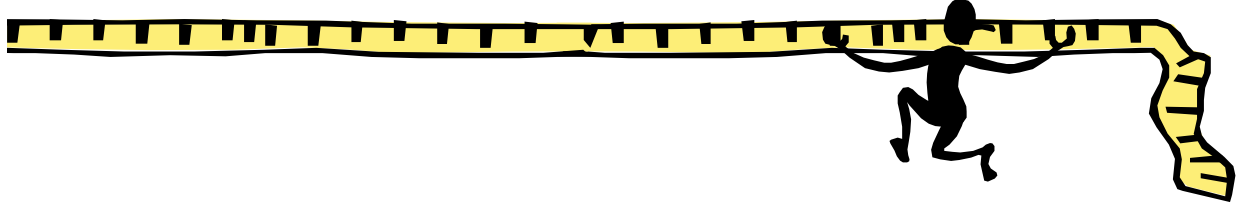
Point of No Return—Allowing situation to consume thoughts, feelings and actions



Driver Education Performance Assessments



Driver Education Performance Assessments



Content Area: **D R I V E R E D U C A T I O N :
I M P A I R M E N T P R O F I C I E N C I E S**

Performance Task: **"Legalities of Consumption"**

Educational Level: High School

Student Instructions

Assume you are at an 18th birthday party, where a wide range of ages is present at a summer cottage owned by your parent. Alcohol is available and unsupervised. You are the passenger of a vehicle in which the 16-and-a-half-year-old driver has had three drinks. Upon exiting the driveway, the driver collides with another vehicle on the roadway and damage occurs to both vehicles. The police are called.

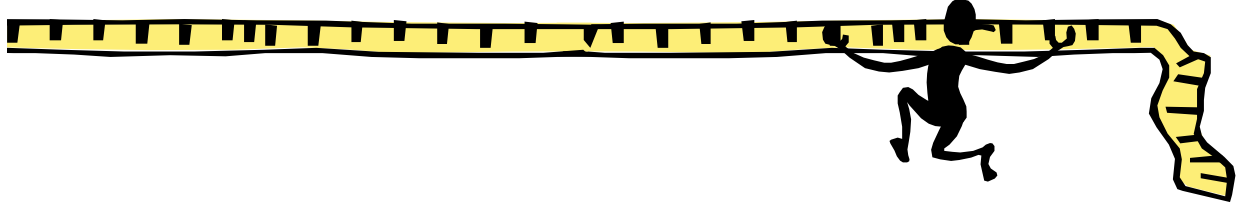
Research

You will need to research:

- The Wisconsin Department of Transportation (WisDOT) Probationary handout BFS D16 11/2000 or DMV's "Graduated Drivers License [GDL] Violations Prohibiting Issuance of Original Probationary License" (form BDS280).
- WisDOT Motor Vehicle Code (2001 or most current version).
- 2002 Wisconsin Alcohol Traffic Facts Book, Section 3.



Driver Education Performance Assessments



Investigative Study

When your research is complete, you will answer the following questions and be able to provide justification or reasons for your response. Please make sure that you have your resource(s) available for reference.

- Is the driver able to be ticketed and/or arrested for Driving While Impaired?
- Is the driver able to be ticketed and/or arrested for Operating While Intoxicated?
- What do you think might happen to the driver because of Graduated Drivers License restrictions?
- What do you expect is likely to happen to you, the passenger?

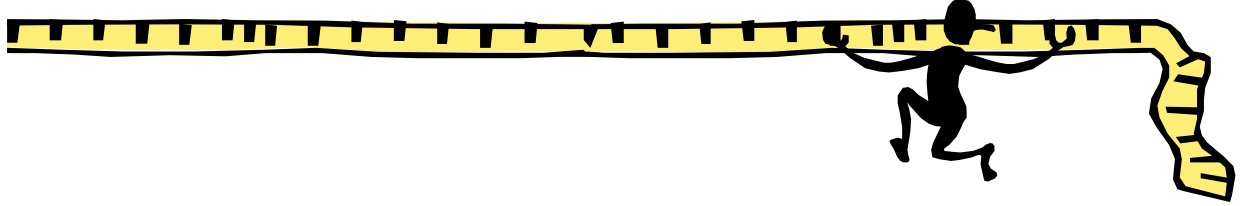
Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly you demonstrate an understanding of the law as it refers to alcohol consumption.
2. How completely and correctly you understand the licensing of drivers.
3. How well you relate poor decision-making and underage drinking laws.



Driver Education Performance Assessments



Content Area: **DRIVER EDUCATION:
IMPAIRMENT PROFICIENCIES**

Performance Task: **"Legalities of Consumption"**

Educational Level: High School

Teacher Information

Curriculum Connections

Health, Language Arts

Overview

Driving under the influence is a serious problem in the United States. This assessment will look at some legal implications and impacts of alcohol on someone's ability to drive.

Requirements

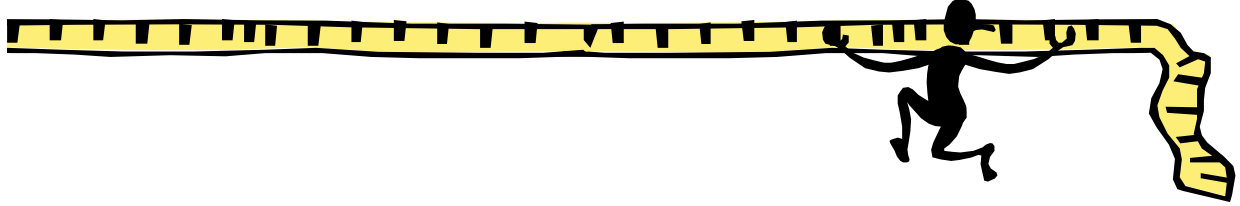
The students will research the trends and possible ramifications of driving while under the influence on a restricted license. The students will gather information on how alcohol affects driving ability as well as the legal ramifications.

Time

This task may take more than one class period.



Driver Education Performance Assessments



Materials

Pens, pencils, paper and access to resources including (actual hard copies or electronic versions) Wisconsin Motor Vehicle Codes; DMV's "GDL Violations Prohibiting Issuance of Original Probationary License" (form BDS280); and WisDOT's publication Wisconsin Alcohol Facts (current edition)

Instruction

Instruction about Wisconsin's drinking/driving laws, current legal limits and affects of alcohol in general, and materials they will use to help answer the questions need to be discussed.

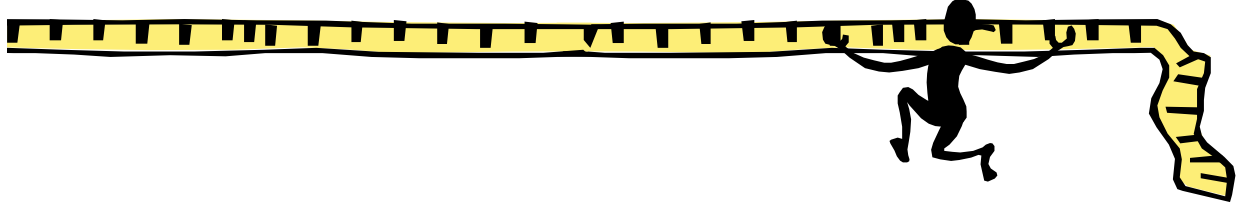
Assessment Criteria

Answers will be scored on the following:

1. How completely the student demonstrates a correct understanding of the law as it refers to alcohol consumption.
2. How completely the student demonstrates a correct understanding of the licensing implications.
3. How well the student relates poor decision-making and underage drinking laws.



Driver Education Performance Assessments



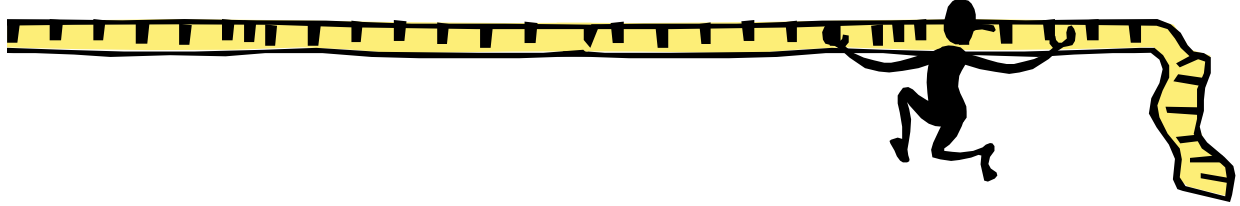
	Draft Model Academic Standards for High School Driver Education Programs Administered by the Wisconsin Department of Public Instruction: The student is able to...
C1	describe personal consequences and legal implications of alcohol consumption, or other drug use, for drivers or passengers
C2	explain how alcohol affects driving performance
C3	describe how BAC is determined and measured and how the Implied Consent Law is related to BAC measurement
C4	describe Wisconsin's OWI laws
C5	list <i>3 drugs</i> , other than alcohol, and their effects on the driving task
C6	describe how distractions within the vehicle affect the driver
C7	describe how strong emotions lead to road rage
C8	describe how fatigue affects driving performance and steps drivers can take to reduce or avoid impacts of fatigue on their ability to drive

Sample Response

- 1. I found that I am not able to accurately determine whether the driver could be arrested for Driving While Impaired. This is because there are a lot of unknown details. However, given the state's Not a Drop Law, there definitely are sanctions the driver could expect to face.*
- 2. I am not able to determine whether the driver could be ticketed or arrested for OWI. Not enough information was provided to help in any definitive answer.*
- 3. Given the individual was driving, and based on the DMV BDS280, code UAO (back page of handout), I believe the driver should expect to have an extension of their driving restrictions on their already restricted probationary license (assuming driver held a valid probationary license!). In addition, driver could potentially see a 90-day driving privilege suspension as per UAO (underage operation) violation.*



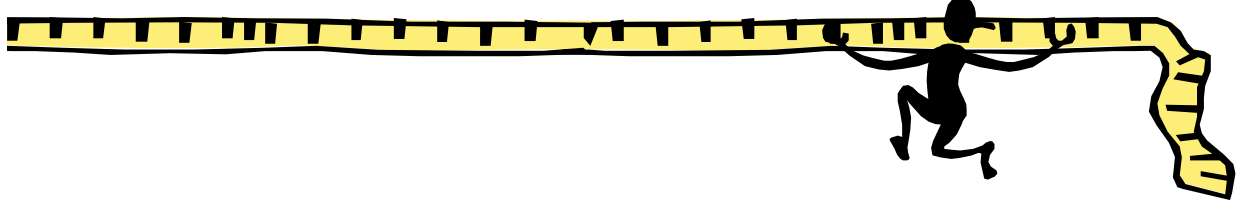
Driver Education Performance Assessments



4. A) *I do not expect anything to legally happen to me regarding my privilege to drive, as I was not drinking. My biggest problem will be faced when I have to tell my parents. - - - or - - - -*
- B) *If I had been drinking, I would likely face a fine of \$10 and suspension of my driving privilege, as per Not a Drop Law (346.65(2q)), and if I am under age 16 and had been drinking, I could face a penalty that doubles the fine and driving privilege suspension period, as per 346.30(1p).*



Driver Education Performance Assessments



GDL VIOLATIONS PROHIBITING ISSUANCE OF ORIGINAL PROBATIONARY LICENSE

(Issued 9-1-2000 or after)
BDS280

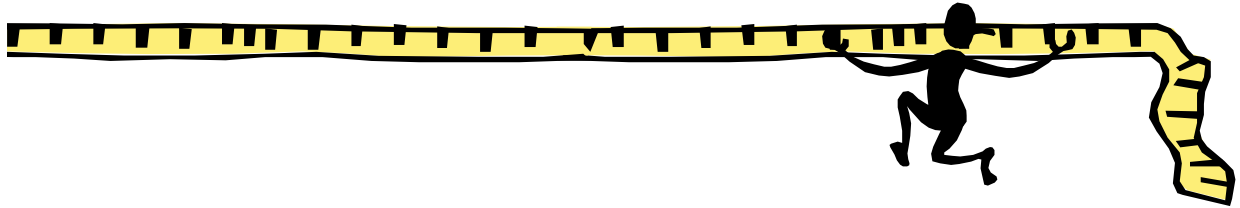
(Arranged alphabetically by Charge Code.)

An asterisk (*) indicates the violation does not extend the GDL restriction period. All others will extend it.

CODE	CHARGE CODE	VIOLATION	STATUTES	DEMERIT POINTS	HTO
021	AEO	Attempt to Elude Officer	346.04(3)	6-m	MAJOR
007	BI	Backing Illegally	346.87	2	MINOR
130	CA	Commercial Alcohol	346.63(5)(a)	0	
134	CAI	Commercial Alcohol Causing Injury	346.63(6)(a)	6-m	MINOR
136	CCD	Commercial Careless Driving	(out-of-state only)	0	
138	CCS	Commercial OWI-Controlled Substance	346.63(1)(a)	6-m	MAJOR
139	CDL	Commercial Deviating from Lane of Traffic	346.13, 346.34(1)(a)3	4	MINOR
190	CDS	Comm. Duty upon Striking Property	346.69	0	
140	CFC	Commercial Following too Closely	346.14	3	MINOR
009	CFH	Crossing Fire Hose	346.91	2	MINOR
142	CFS	Commercial Failure to Stop after Accident-Attended Vehicle	346.67	6-m	MAJOR
185	CFU	Commercial Failure to Stop After Accident-Unattended Vehicle	346.68	6	MINOR
144	CIC	Commercial Implied Consent		0	MAJOR
145	C11	Commercial OWI Causing Injury	346.63(2)(a)1, (2)(a)2	6-m	MAJOR
146	CIN	Commercial Implied Consent-Not a Drop		0	
147	CIS	Commercial Imprudent Speed	346.57(2)	4	MINOR
148	COO	Commercial 0.0-Not a Drop	346.63(7)(a)1,2	0	
149	CPB	Commercial Possession of Intoxicant Beverage	346.63(7)(a)3	3	MINOR



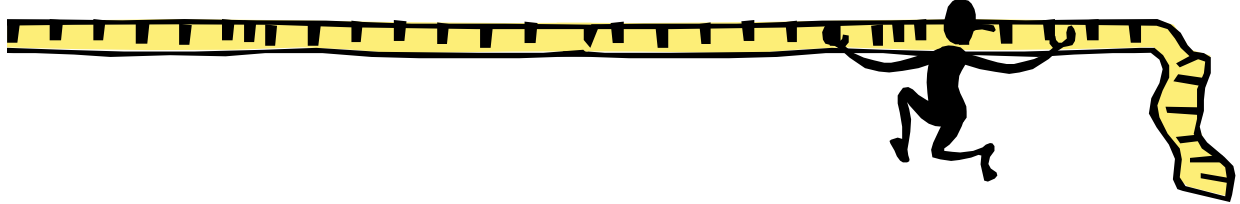
Driver Education Performance Assessments



CODE	CHARGE CODE	VIOLATION	STATUTES	DEMERIT POINTS	HTO
150	CPI	Commercial Passing Illegally	346.07(2), 346.08, 346.09, 346.10, 346.24(3)	3	MINOR
151	CRD	Commercial Reckless Driving	346.62(2), (3) 346.62(4)	6-m 6	MAJOR MAJOR
106	CSR	Child Safety Restraint	347.48(4)(a)1, (4)(a)2	0	
154	CTF	Commercial Too Fast for Condition	346.57(3)	4	MINOR
155	CUL	Commercial Unlawful License	343.05(2)	3	MINOR
157	CWI	Commercial Operating while Intoxicated	346.63(1)(a), (b)	6-m	MAJOR
013	DLT	Deviating from Lane of Traffic	346.13, 346.34(1)(a)3	4	MINOR
014	DOW	Driving Over Walk	346.12, 346.94(1), (12)	2	MINOR
081	DS	Defective Speedometer	347.41	2	MINOR
189	DSP	Duty Upon Striking Property	346.69	0	
016	DWS	Driving on Wrong Side of Highway	346.05(1), (3), 346.06, 346.15	4	MINOR
019	FDL	Failure to Dim Lights	347.12	3	MINOR
114	FFS	Failure to Fasten Seat Belt	347.48(2m) (Driver only)	0	
020	FGS	Failure to give Signal	346.07(1), 346.34(1)(b), (2), 346.48(2)(a)	3	MINOR



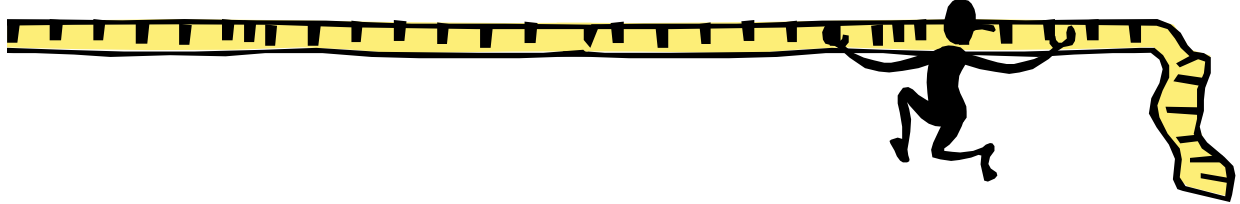
Driver Education Performance Assessments



CODE	CHARGE CODE	VIOLATION	STATUTES	DEMERIT POINTS	HTO
022	FOS	Failure to obey Traffic Sign or Signal	346.44(1),(2)- Railroad 346.04(1), (2), 346.16(1), (2)(a) (moped only), 346.37(1)(b),(c)3 (d)1, 346.39(1), 346.45(1), (2), 346.46(1), (2), (2m), (3), (4)(a), 346.79(5), 346.80(4) (moped only), 348.19(3) or Tran. 312.04 (only to individual)	6 3	MINOR MINOR



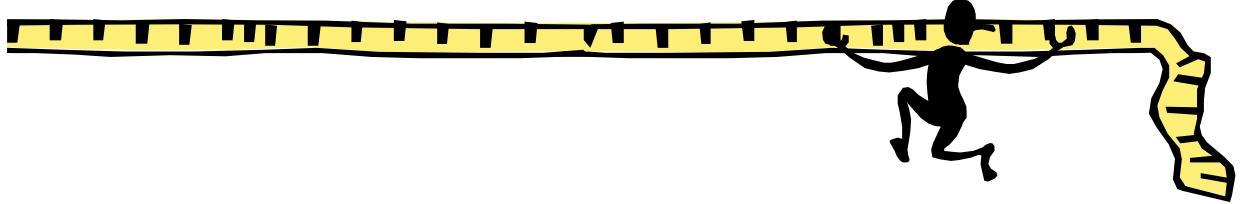
Driver Education Performance Assessments



CODE	CHARGE CODE	VIOLATION	STATUTES	DEMERIT POINTS	HTO
025	FSA	Failure to Stop after Accident	346.67 (Mand. If personal injury)	6-m	MAJOR
026	FSB	Failure to Stop for School Bus	346.48(1)	4	MINOR
184	FSU	Failure to Stop After Accident-Unattended Vehicle	346.68	6	MINOR
027	FTC	Following too Closely	346.14, 346.90	3	MINOR
029	FVC	Failure to keep Vehicle Under Control	346.57(2)	4	MINOR
033	FYR	Failure to Yield Right of Way	346.06, 346.18, 346.19, 346.20(1),(2),(3),(4), 346.21 346.23(1),(2), 346.24(1), 346.26(1), 346.27, 346.28(2), 346.32, 346.37(1)(a)1, (c)3, (d)1, 346.38(1), 346.47(1), (2), 346.455(1), (2)	4	MINOR
202	GCV	GDL Curfew Violation (Effective 09-01-2000)	343.085(2m)(a)2	3	MINOR
203	GPV	GDL Passenger Violation	343.085(2m)(a)1a, 1b, 1c	3	MINOR
161	HAI	Haz Commercial Alcohol Causing Injury	346.63(6)(a)	6-m	MINOR
165	HCS	Haz Commercial OWI-Controlled Substance	346.63(1)(a)	6-m	MAJOR
191	HDS	Haz Commercial Duty Upon Striking Property	346.69	0	
167	HFS	Haz Commercial Failure to Stop after Accident-Attended Vehicle	346.67	6-m	MAJOR



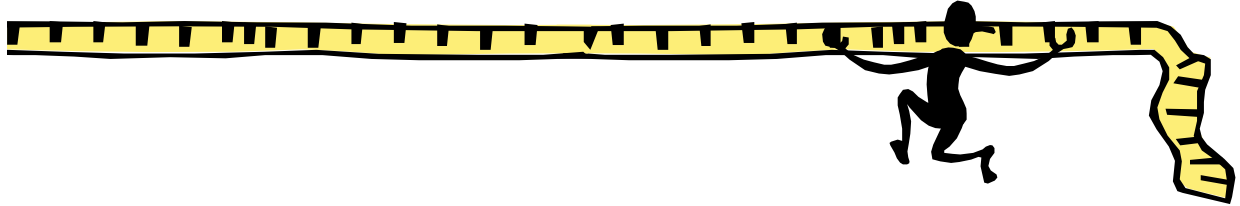
Driver Education Performance Assessments



CODE	CHARGE CODE	VIOLATION	STATUTES	DEMERIT POINTS	HTO
186	HFU	Haz Commercial Failure to Stop After Accident-Unattended Vehicle	346.68	6	MINOR
169	HIC	Haz Commercial Implied Consent		0	MAJOR
170	HII	Haz Commercial OWI Causing Injury	346.63(2)(a)1, (2)(a)2	6-m	MAJOR
171	HIN	Haz Commercial Implied Consent-Not a Drop		0	
173	HWI	Haz Commercial Operating while Intoxicated	346.63(1)(a), (b)	6-m	MAJOR
031	IB	Improper Brakes	347.35, 347.36, 347.489(2)	3	MINOR
091	IC	Implied Consent	343.305(9)(10)	0	MAJOR
109	ICU	Implied Consent Underage		0	
032	ID	Inattentive Driving	346.89	4	MINOR
035	IL	No or Improper Lights	346.48(2)(b)1, (2)(b)2, (2)(bm), (2)(c), 346.595(5) nighttime, 347.06(1), (3), 347.07, 347.09, 347.10(2), 347.11, 347.115 (night), 347.13(1), 347.14, 347.15(1)	3	MINOR
039	IS	Imprudent Speed	346.57(2)	4	MINOR
077	IT	Illegal Turn	346.31, 346.32, 346.33(1), (2), 346.34(1)(a)1, 2, 346.37(a)(c)3	3	MINOR
204	MDO	Miscellaneous Driving Offenses (02-07-2000)	346.15, 346.39(2), 346.90, 346.922	0	
044	*OAR	Operating after Revocation	343.44	3	MINOR
174	OCS	Operating while Intoxicated-Controlled Substance	346.63(1)(a)	6-m	MAJOR



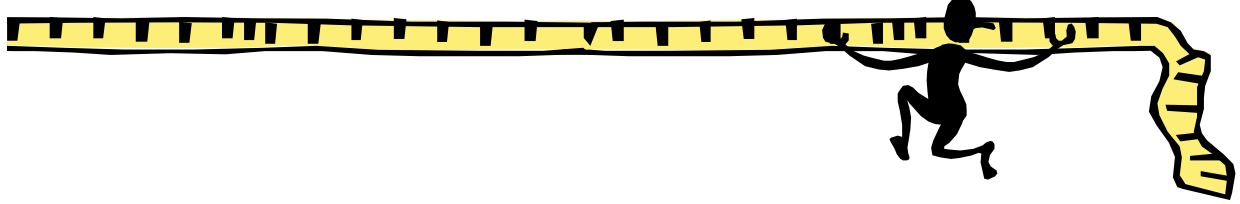
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CODE	CHARGE CODE	VIOLATION	STATUTES	DEMERIT POINTS	HTO
107	OII	Operating while Intoxicated Causing Injury	346.63(2)(a)1, (2)(a)2	6-m	MAJOR
175	*OML	Operating with Multiple Licenses	343.05(1)	3	MINOR
048	*OSB	Operating w/o School Bus License/ Endorsement	343.12(1)	3	MINOR
049	OT	Obstructing Traffic	346.59	2	MINOR
050	OV	Obstructed View or Control	346.88(1), (3), (4)	2	MINOR
(080)	*(OWE)	Operating w/o Cycle License (No longer used-see OWL)	343.05(3)(b), (c)	3	MINOR
055	OWI	Operating under influence of Intoxicant or Controlled Substance	346.63(1)(a), (b)	6-m	MAJOR
053	*OWL	Operating w/o Driver License	343.05(3)(a), (b), (c)	3	MINOR
052	*OWS	Operating while Suspended	343.05(3)(a), (b), (c)	3	MINOR
212	PAC	Prohibited Alcohol Concentration (02-07-2000)	346.63(1)(b)	6	MAJOR
088	PI	Passing Illegally	346.07(2), (3), 346.075, 346.08, 346.09, 346.10, 346.11, 346.24(3), 346.48(3)	3	MINOR
059	POH	Parking on Highway (minor on or after 12-20-89)	346.475, 346.51(1), 346.52(1)(f), 347.27, 347.29(4), (5)	2	MINOR
062	R	Racing	346.94(2)	6	MINOR
063	RD	Reckless Driving	346.62(2), (3), 346.62(4), 346.62(2m)	6	MAJOR
066	S	Speeding (1-10 mph over speed limit)	346.57(4)(a-k), (5), 346.58	3	MINOR



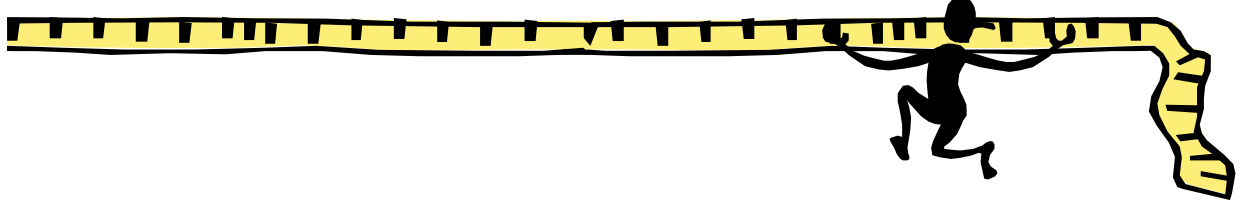
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CODE	CHARGE CODE	VIOLATION	STATUTES	DEMERIT POINTS	HTO
065	SE	Speeding Excess (20 mph or more over limit)	346.57(4)(a-k), (5), 346.58	6	MINOR
068	SI	Speeding Intermediate (11-19 mph over speed limit)	346.57(4)(a-k), (5), 346.58	4	MINOR
067	TFC	Too Fast for Conditions	346.57(3)	4	MINOR
069	TPV	Transporting Person or Vehicle Illegally	346.92(1), 346.94(8), (8m), (11), (15)	2	MINOR
060	UA	Unnecessary Acceleration (spinning doughnuts, exhibition of power, squealing tires)	(ordinance violation)	4	MINOR
108	UAO	Underage Alcohol Operation	346.63(2m)	0	MINOR
073	VOO	Violation of Occupational License (Obsolete as of 05-01-00, use OWS or OAR)	343.10(8)(a), 343.43(1)(d)	6-m	MINOR
074	VOR	Violation of Restriction	343.43(1)(d)	3	MINOR



Driver Education Performance Assessments

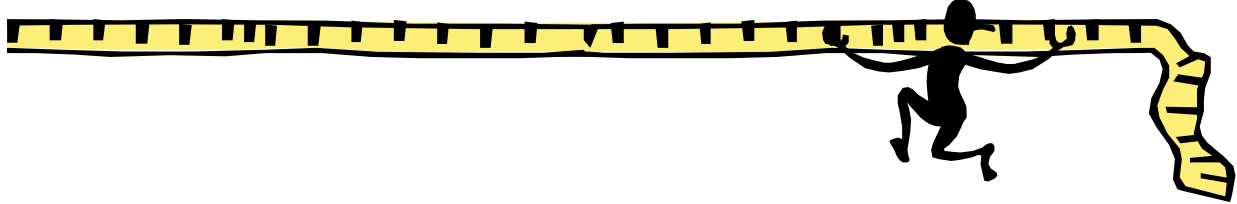


OWI AND RELATED ALCOHOL PENALTIES (effective December 19, 2003)

Conviction	Fine or Foreiture ⁹	Jail	Suspension or Revocation	Occupational License ¹³	Assessment ⁵	Points ¹²
OWI, First ¹⁰ [346.63(1)(a),(b)] (Per se AC ≥ .08) [340.01(46m)(a)]	\$150-\$300 ⁶ [346.65(2)(a)] (plus \$355 OWI surcharge) [346.655]		6-9 month revocation ⁶ [343.30(1q)(b)2]	Immediately [343.30(1q)(b)2]	YES	6
OWI, Second ^{1, 10} (Per se AC ≥ .03) [340.01(46m)(b)]	\$350-\$1,100 ⁶ [346.65(2)(b)] (plus \$355 OWI surcharge)	5 days to 6 months ⁶ [346.65(2)(b)]	12-18 month revocation ⁶ [343.30(1q)(b)3] Vehicle immobilized or equipped with IID ⁵	After 60 days ^{2,3} [343.30(1q)(b)3] After 12 months if 2 or more offenses within 5 years [346.307(1)]	YES	6
OWI, Third ^{1, 10} (Per se AC ≥ .08) [340.01(46m)(a)]	\$600- \$2,000 ^{6,11} [346.65(2)(c)] (plus \$355 OWI surcharge)	30 days to 1 year ⁶ [346.65(2)(c)]	2-3 year revocation ⁶ [343.391q)(b)4] Vehicle immobilized or equipped with IID, or may be seized [346.65(6)(a)1] ⁸	After 90 days ^{2,3 and 9} After 12 months if 2 or more offenses within 5 years [343.30(1q)(b)4]	YES	6
OWI, Fourth ^{1, 10} (Per se AC > .02) [340.01(46m)(c)]	\$600-\$2,000 ^{6,11} [346.65(2)(d)] (plus \$355 OWI surcharge)	60 days to 1 year ⁶ [346.65(2)(d)]	2-3 year revocation ⁶ [343.30(1q)(b)4] Vehicle immobilized or equipped with IID or may be seized ⁸	After 90 days ^{2,3} After 12 months if 2 or more offenses within 5 years [343.30(1q)(b)4]	YES	6
OWI, Fifth or more ^{1, 10} (Per se AC > .02) [340.01(46m)(c)]	\$600- \$10,000 ¹¹ [346.65(2)(e)] [939.50(3)(h)] (plus \$355 OWI surcharge)	6 months to 6 years ⁶ imprisonment [346.65(2)(e)] [939.50(3)(h)]	2-3 year revocation ⁶ [343.30(1q)(b)4] Vehicle immobilized or equipped with IID or may be seized ⁸	After 90 days ^{2,3} After 12 months if 2 or more offenses within 5 years [343.30(1q)(b)4]	YES	6

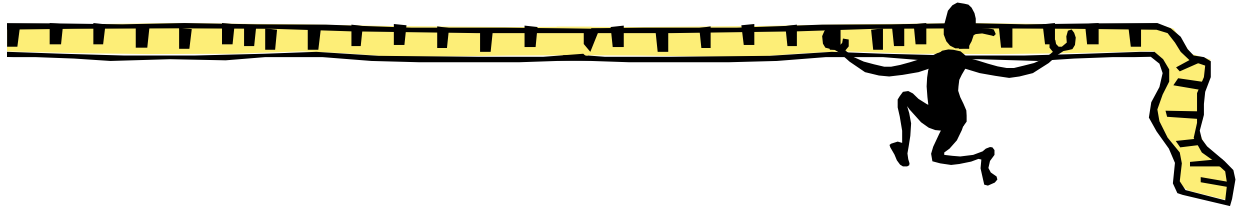


Driver Education Performance Assessments



Conviction	Fine or Foreiture ⁹	Jail	Suspension or Revocation	Occupational License ¹³	Assessment ⁵	Points ¹²
Causing Injury ¹⁰ While OWI [346.63(2)(a)]	\$300-\$2,000 ^{6, 11} [346.65(3m)] (plus \$355 OWI surcharge)	30 days to 1 year ⁶ [346.65(3m)]	1-2 year revocation [343.31(3)(e)]	After 60 days After 12 months if 2 or more offenses within 5 years [343.31(3m)(b)]	YES	6
Causing Great ^{4, 10} Bodily Harm by OWI [940.25(1)]	Up to \$25,000 ^{6, 7, 10, 11} [939.50(3)(f)] (plus \$355 OWI surcharge)	Up to 12.5 years ^{6, 7, 8} imprisonment [939.50(3)(f)]	2 year revocation [343.31(3)(f)]	After 120 days After 12 months if 2 or more offenses within 5 years [343.31(3m)(a)]	YES	6
Homicide While OWI ^{4, 10} [940.09(1)]	Up to \$100,000 ^{6, 7, 10, 11} [939.50(3)(c), (d)] Plus \$355 OWI surcharge	Up to 25 years or, ^{6, 7, 10} if one or more prior OWI-related offense, up to 40 years [939.50(3)(c), (d)]	5 year or 10 year revocation ⁸ [343.31(3)(c)]	After 120 days After 12 months if 2 or more offenses within 5 years [343.31(3m)(a)]	YES	6
Chemical Test Refusal (First) [343.305(9)]			1 year revocation ⁶ [343.305(10)(b) 2]	After 30 days [343.305(10)(b)2]	YES	0
Chemical Test Refusal (Second) ¹ [343.305(9)]			2 year revocation ^{6, 8} [343.305(10) (b) 3]	After 90 days ³ After 12 months if 2 or more offenses within 5 years [343.305(10)(b)3]	YES	0
Chemical Test Refusal (Third or greater) ¹ [343.305(9)]			3 year revocation ^{7, 8} [343.305 (10) (b)4]	After 120 days ³ After 12 months if 2 or more offenses within 5 years [343.305(10)(b)4]	YES	0
Administrative Suspension for Prohibited Alcohol Concentration [343.305(7)]			6 month suspension [343.305(7)(a)]	Immediately [343.305(8)(d)]	NO	0

Driver Education Performance Assessments



Conviction	Fine or Foreiture ⁹	Jail	Suspension or Revocation	Occupational License ¹³	Assessment ⁵	Points ¹ ₂
Open Container (Driver or passenger) ¹⁵ [346.935]	\$100 [346.95(2m)]					0

FOOTNOTES

¹ Generally, second offenses are counted within a 10-year period. Third and subsequent offenses are counted within an individual's lifetime dating back to 1/1/89. [346.65(2)(b to e), 343.305(10)(b)3-4, 1997 Wis. Act 237-s. 9348(2f)]. The 10-year and lifetime periods are measured from the date of refusal or violation that resulted in conviction [346.65(2c)].

² Absolute sobriety is mandatory for an occupational license for persons with two or more suspensions, revocations or convictions [343.10(5)(a)(2)].

³ Persons with 2 or more suspensions, revocations or convictions counted under 343.307(1), must complete assessment and be in compliance with a driver safety plan to be eligible for an occupational license [343.10(2)(e), 343.30(1q)(b)3 and 4].

⁴ If repeat offender, court may immobilize, equip with an ignition interlock device (IID) or seize vehicle [940.09(1d), 940.25(1d)].

⁵ Assessments of the offender's use of alcohol or controlled substances are required except for first offenses where alcohol concentration, AC is $\geq .08$ and $< .10$. [343.30(1q)(c)].

⁶ Fines, forfeitures, jail and revocation/suspension penalties are doubled for a person convicted of OWI when a person under 16 years of age was in the vehicle at the time of the offense. [346.65(2)(f) and (2)(d), 343.30(1q)(b)4m, 343.305(10)(b)4m, 343.31(3)(f), 940.25(1)(bm)]. For third and subsequent OWI offenses, fines are increased according to AC. [346.65(2)]

⁷ Fines, forfeitures, jail and revocation or suspensions are doubled if a pregnant woman is in the vehicle at the time the driver committed the offense. [343.31(3)(c)(f)]

⁸ The vehicle owned by the offender and used in the offense may be immobilized or equipped with IID or the offender's operating privileges may be restricted to vehicles equipped with IID. [343.301(1)(a) and (2)(a)]. For second or subsequent offenses, if there are two or more enumerated offenses committed within any 5 years such operating privilege restrictions are mandatory in all vehicles titled or registered in the offender's name must be immobilized or equipped with IID. [343.301(1)(a) and (2)(a), 343.305(10m)]. For third or subsequent the vehicle may be seized or forfeited. [346.65(6)(a)1].

⁹ Additional fees, assessments and surcharges will also apply except for first OWI offense where AC is $\geq .08$ and $< .10$ [814.65(1), 814.634(1)(a), 814.635(1)].

¹⁰ If offense is committed while operating as a commercial driver, then penalties will include a 1 year CDL disqualification (3 year disqualification if transporting hazardous materials, or lifetime disqualification for 2nd or subsequent OWI) [343.315(2)(a)(b)(c)].

¹¹ For third or subsequent OWI offenses, fines are increased according to blood alcohol concentration [346.65(2)(g)].

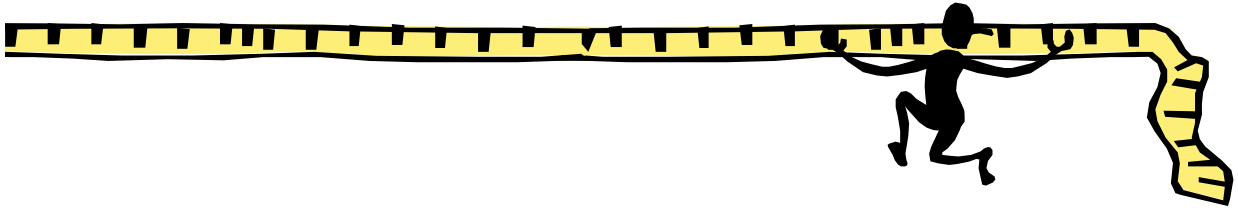
¹² For the scale of demerit points for all traffic violations, see Trans 101.02 and 343.32(2), Stats.; newly licensed and unlicensed drivers may be subject to increased demerit points [343.32(2)(bc)].

¹³ Persons whose operating privileges have been suspended or revoked may apply for an occupational license to drive between home and work or school. [343.10]

¹⁴ No OWI surcharge and no assessment of offender's alcohol or controlled substance use for first offense prohibited alcohol content [346.63(1)(b)] if AC is $\geq .08$ and $< .10$. An OWI surcharge and an assessment are required for all first prohibited alcohol convictions where AC is $\geq .10$ and for all first OWI convictions. [346.655(1), and 343.30(1q)(c)1]



Driver Education Performance Assessments



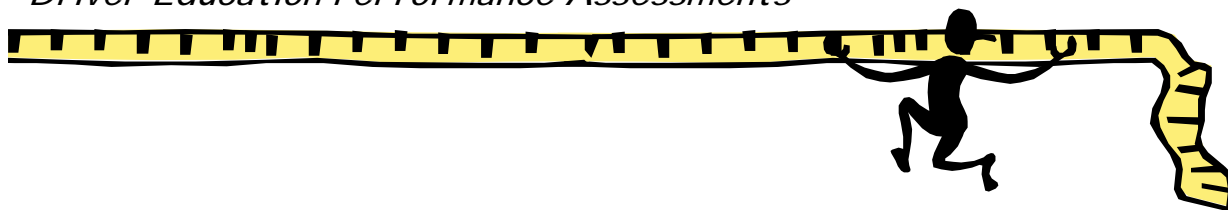
¹⁵Both drivers and passengers can be ticketed for the presence of an unsealed container of an intoxicating beverage in the passenger compartment of a vehicle. [346.935]

¹⁶Wisconsin Act 97 expands the definition of OWI to include any detectable quantity of a controlled substance. [346.63(1)(am)]

SOURCE: DOT-Bureau of Transportation Safety; DOT-Office of General Counsel



Driver Education Performance Assessments

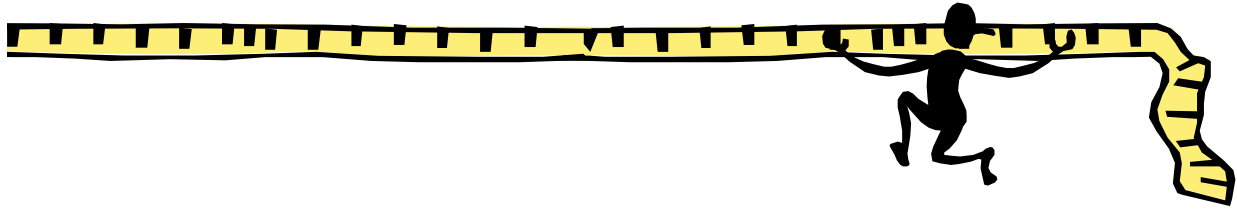


UNDERAGED ALCOHOL OFFENSES AND RELATED PENALTIES (effective September 30, 2003)

Conviction	Fine or Foreiture ⁵	Driver License Suspension or Revocation	Supervised Work Program	Court Ordered Stay ¹	Assessment
Absolute Sobriety “Not a Drop” Law (If under age 21) [346.63(2m)]	\$10 ³ [346.65(2q) ³]	90 day license suspension [343.30(1p) ³] Occupational—Immediately	No	No	No
Underage Alcohol (Procure or Misrepresent Age) (age 17-20) [125.07(4)(a)] or local ordinance.	1 st : \$250-\$500 2 nd in a year: \$300-\$500 3 rd in a year: \$500 4 th & subsequent in a year: \$750-\$1,000 [125.07(4)(bs)]	1 st : 30-90 day ⁴ suspension 2 nd : up to 1 yr. suspension ² 2 yr suspension ² [343.30(6)(b)]	Yes—Court option as an alternative [125.07(4)(bs)]	Yes—Court option as an alternative [125.07(4)(e)2]	Optional [125.07(4)(e)2a]
Juvenile Alcohol (Procure or Misrepresent Age) (under 17) [125.07(4)(a)] or local ordinance	1 st : \$250-\$500 2 nd in a year: \$300-\$500 3 rd & subsequent in a year: \$500 [938.344(2b)(a)-(c)]	1 st : 30-90 day ⁴ suspension 2 nd : up to 1 yr. suspension ² 3 rd & subsequent: up to 2 yr. suspension ² [343.30(6)(b)]	Yes—Court option as an alternative [938.344(2b)]	Yes—Court option as an alternative [938.344(2g)(a)]	Optional [938.344(2g)(a)1]
Underage Alcohol (Possess or consume) (age 17-20) [125.07(4)(b)] or local ordinance	1 st : \$100-\$200 2 nd in a year: \$200-\$300 3 rd in a year: \$300-\$500 4 th & subsequent in a year: \$500-\$1,000 [125.07(4)(c)]	1 st : 30-90 day ⁴ suspension 2 nd : up to 1 yr. suspension ² 3 rd & subsequent: up to 2 yr. suspension ² [343.30(6)(b)]	Yes—Court option as an alternative [125.07(4)(c)]	Yes—Court option as an alternative [125.07(4)(e)2]	Optional [125.07(4)(e)2a]
Juvenile Alcohol (Consuming) (under 17) [125.07(4)(b)] or local ordinance	1 st : Up to \$50 2 nd in a year: Up to \$100 3 rd & subsequent in a year: Up to \$500 [938.344(2)(a)-(c)]	1 st : 30-90 day ⁴ suspension 2 nd : up to 1 yr. suspension ² 3 rd & subsequent: up to 2 yr. suspension ² [343.30(6)(b)]	Yes—Court option as an alternative [938.344(2)]	Yes—Court option as an alternative [938.344(2g)(a)]	Optional 938.344(2g)(a)1
Underage False ID (use or possess) (age 17-20) [125.085(3)(b)]	\$300-\$1,250 [125.085(3)(bd)]	30-90 days ⁴ [343.30(6)(bm)]	Yes—Court option as an alternative [125.085(3)(bd)]		



Driver Education Performance Assessments



Conviction	Fine or Forfeiture ⁵	Driver License Suspension or Revocation	Supervised Work Program	Court Ordered Stay ¹⁵	Assessment
Juvenile False ID (use or possess) (under 17) [125.085(3)(b)]	1 st : \$100-\$500 2 nd in a year: \$300-\$500 3 rd & subsequent in a year: \$500 [938.344(2d)(a)-(c)]	1 st : 30-90 day ⁴ suspension 2 nd : up to 1 yr. suspension ² 3 rd & subsequent: up to 2 yr. suspension ² [343.30(6)(b)]	Yes—Court option as an alternative [938.344(2d)]	Yes—Court option as an alternative [938.344(2g)(a)]	Optional [938.344(2g)(a)]
Intoxicants in Vehicle (Underage Persons) [346.93]	\$20-\$400 [346.93(2g)]	1 st : 30 day-1 yr. suspension 2 nd : up to 1 yr. suspension ² 3 rd & subsequent: up to 2 yr. suspension ² [343.30 (6)(b)]	No	No	No

¹Court may stay enforcement of the sentence if the defendant agrees, and in turn, the court may require assessment and participation in a court-approved alcohol abuse education program or enrollment in a treatment program; however, the court may not stay, suspend or modify a mandatory drivers license suspension.

²Suspension is permissive for 1st offense, mandatory for 2nd and subsequent offenses.

³Forfeiture, costs and period of suspension are doubled when a person under 16 years of age is in the vehicle at the time of the offense 343.30(1p).

⁴If a person does not hold a valid license at the time of disposition, the suspension period begins when they first apply for a license or two years from the disposition 343.30(6)(d).

⁵Additional fees, assessment and surcharges will also apply.

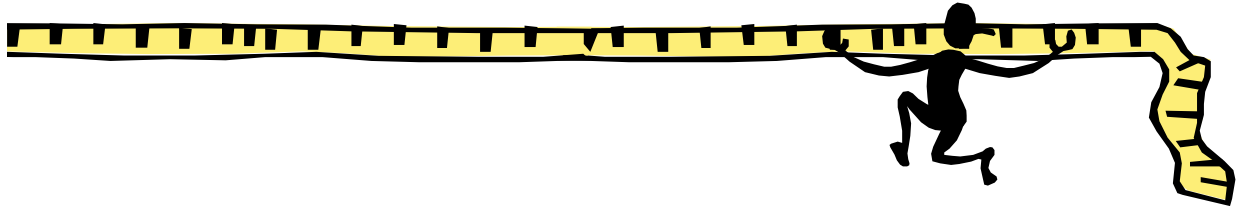
COMMENTS ON PENALTIES FOR UNDERAGE ALCOHOL OFFENSES

Persons whose licenses are suspended or revoked for underage drinking violations other than *Absolute Sobriety* are eligible for occupational licenses 15 days after the suspension or revocation begins. [343.10(2)(a4)] Those whose licenses are suspended for violating the *Absolute Sobriety* or “*Not a Drop*” law are eligible for occupational licenses immediately.

Like persons aged 21 or older, underage persons are subject to the provisions of Wisconsin laws prohibiting operating/driving motor vehicles while intoxicated. These laws include impairment/intoxication resulting from the use of illegal, over the counter or prescription drugs or combinations of drugs or alcohol. It is illegal in Wisconsin to operate snowmobiles, all-terrain vehicles, motor boats, aircraft and other motor vehicles while under the influence of alcohol or drugs or a combination of alcohol and drugs.



Driver Education Performance Assessments



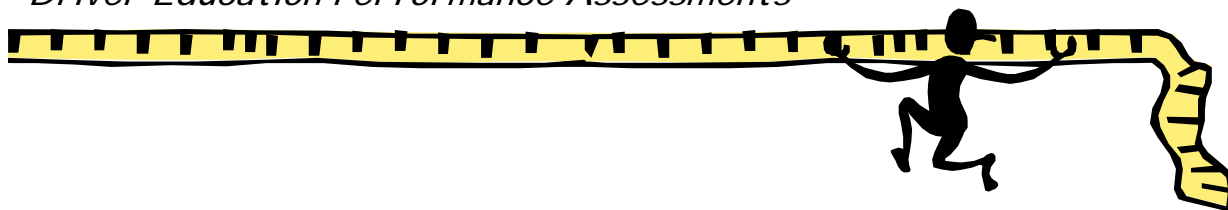
Underage Alcohol conviction records are largely confidential. The Department of Transportation may not disclose information concerning a suspension, revocation or restriction as a result of an underage alcohol conviction to any person other than a court, district attorney, municipal prosecuting attorney, law enforcement agency, the underage individual or his/her parents or legal guardian. [343.30(5), 343.24(3)]

SOURCE: DOT-Bureau of Transportation Safety; DOT-Office of General Counsel

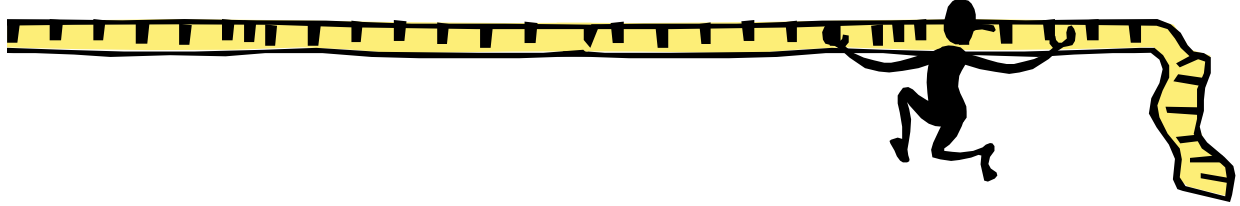
Wisconsin Alcohol Traffic Facts Book
2002 Edition



Driver Education Performance Assessments



Driver Education Performance Assessments



Content Area:	D R I V E R E D U C A T I O N : I M P A I R M E N T P R O F I C I E N C I E S
Performance Task:	"More Than a Ticket: You and Alcohol"
Educational Level:	High School

Student Instructions

Break into groups of five. You are to develop a brief story/scenario about a traffic crash. You are to include the following in your story and any other information you wish, including events that lead up to the crash.

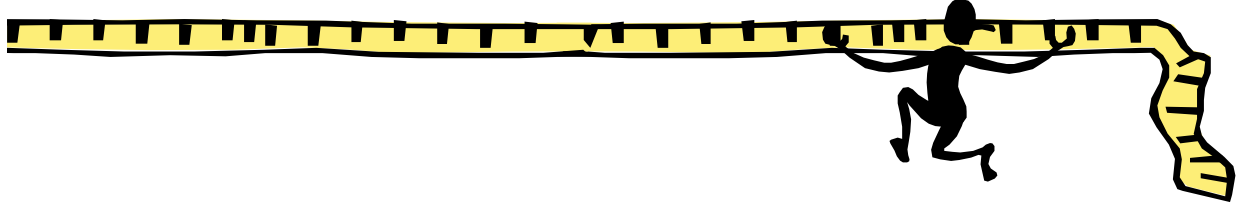
- Everyone involved had at least one injury.
- The least severe injury was a broken arm; the most severe injury resulted in paralysis.
- One vehicle was traveling on a state highway. The other vehicle was on a county road.
- Alcohol was definitely involved.

Your group is to decide:

1. Who was driving, their gender and age?
2. How alcohol was involved?
3. How the collision occurred?



Driver Education Performance Assessments



4. Who was injured, and extent of injuries?
5. Other information you wish.

Now assign each person in your group to take the role of one of the people in the story.

WORKSHEET

(To be answered by the rest of the class)

Given the story, the following groups will analyze:

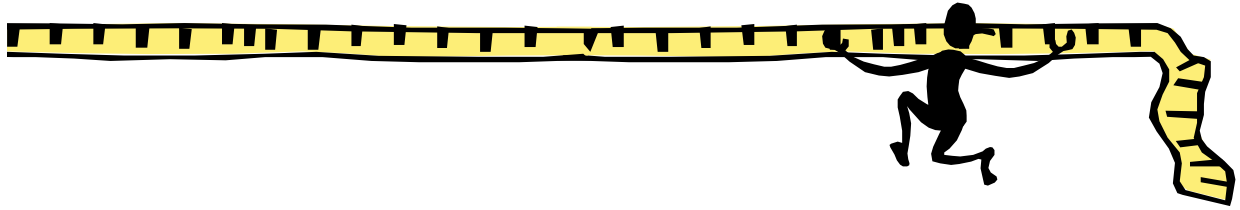
- 1) Who was at fault and why?
- 2) What are some of the short-term impacts or ramifications each person will have to deal with as a result of the crash?
- 3) What are some of the long-term impacts or ramifications each person will have to deal with as a result of the crash?

Each analyzing group will be required to do a short presentation summarizing each character's short- and long-term ramifications. Things each person needs to think about include:

- Explore what financial impacts will be on each character.
- Identify at least four areas of possible long-term financial impacts/implications.
- Explain how financial impacts might affect the character, their family, and/or parents.



Driver Education Performance Assessments



At the end of this activity, each analyzing team will be able to do a presentation outlining each person's role in the crash and the financial impact upon the character and their family.

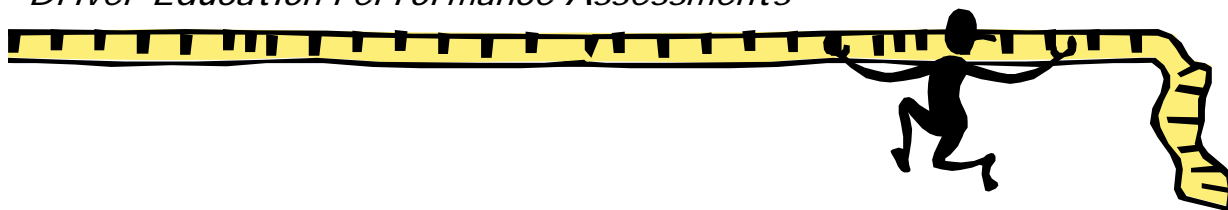
Assessment Criteria

Students will be assessed on the following:

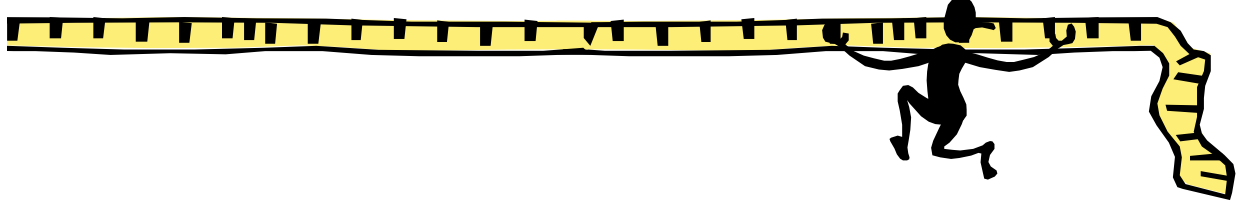
1. How well your group can articulate why this is more than a ticket for the driver.
2. How well your group is able to identify and describe short- and long-term effects of being involved in a crash.
3. How well organized their script is written.



Driver Education Performance Assessments



Driver Education Performance Assessments



Content Area:	DRI VER EDUCATI ON: I MPAI RMENT PROFICI ENCI ES
Performance Task:	"More Than a Ticket: You and Alcohol"
Educational Level:	High School

Teacher Information

Curriculum Connections

Driver Education, Health

Overview

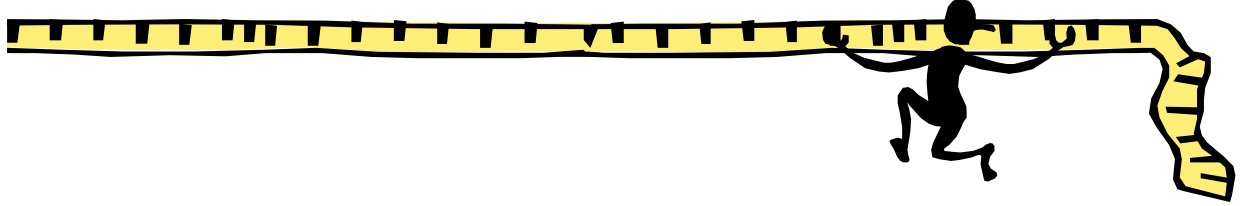
Alcohol-related car crashes have more impact on people than just the ticket they might receive. Many times young people are only aware of their driving record and how it is impacted by the crash. There are other people that are impacted by a crash, in addition to the driver. This exercise helps create a student's awareness to the reality of a car crash, the impact of a crash on not only the driver, but also on others that might be involved.

Requirements

Divide the class into groups of five students. Their task is to develop a brief scenario of a crash that will be analyzed by two groups filling out the evaluation worksheet. Follow-up discussion of each of the scenarios will take place.



Driver Education Performance Assessments



Time

This activity should be allowed one to two class periods. Time must be given for the students to get together in their groups and write their group's respective scenario.

The analyzing groups should have time to discuss the financial, psychological, and social impacts that the crash would have on each character (or family member if it pertains).

Materials

Paper and pencil or laptop computers with word processing software are needed for note taking.

Instruction

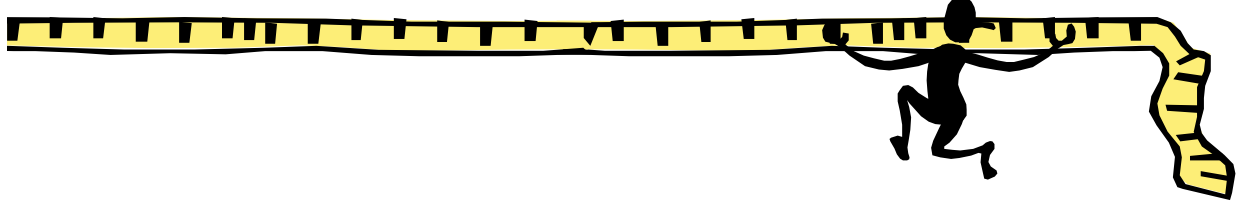
Each group will write a scenario about an alcohol-related crash. There are two vehicles, one with two victims, and one with three victims. The injuries vary from a minor injury (broken bone) to a major injury (paralysis). The students will decide the injuries of each person. One person will have the broken bone, another will be paralyzed, and the remainder will have assorted injuries, depending on the group decision.

One vehicle was traveling on a state highway, while the other vehicle was traveling on a county road. The five people involved are divided somehow between the two vehicles. Alcohol was consumed prior to the crash by at least one of the drivers; same for the passengers.

In the scenario, each group should include information about the financial situation of each person. The group should identify the crash victims' level of hardship and financial need. A description of the person responsible for the crash should be included.



Driver Education Performance Assessments



Each group will read their scenario to the rest of the class. Two other groups will fill out the worksheet. A class discussion will take place based on the two analyzing groups' presentations.

Assessment Criteria

Students will be assessed on the following:

1. How well your group can articulate why this is more than a ticket for the driver.
2. How well your group is able to identify and describe short- and long-term effects of being involved in a crash.
3. How well organized your group's script is written.

Sample Response

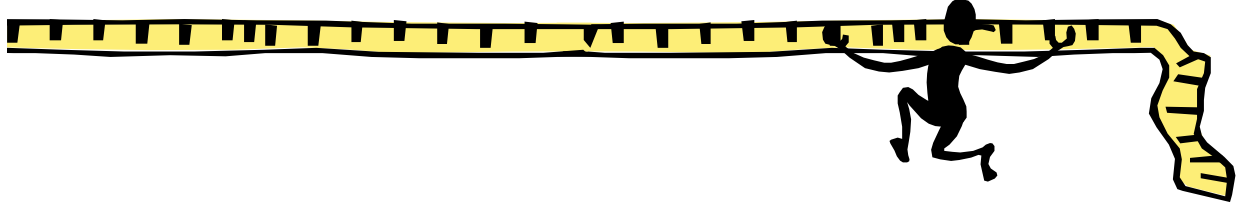
One car has a 37-year old male driver and his 35-year old spouse. As a result of the crash, he is paralyzed, and his wife has suffered a broken arm. The other car has three teens. The driver of the second vehicle had a BAC (blood alcohol content) of .15. He suffered a broken arm, and the passengers were thrown from the vehicle and suffered multiple fractures.

As a result of the crash, the male driver is unable to work anymore. His wife, who was also pregnant, returns to work after twelve weeks. He was a sales representative for a technology company and she, a registered nurse. The students all are in high school, with part-time jobs. The car and insurance on the student's car is on the driver's parents' policy.

The scenario should include the financial impact on the student and the student's parents.



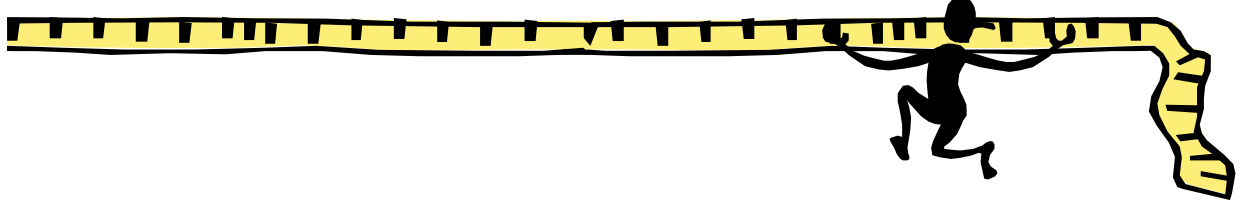
Driver Education Performance Assessments



	Draft Model Academic Standards for High School Driver Education Programs Administered by the Wisconsin Department of Public Instruction: The student is able to...
C1	describe personal consequences and legal implications of alcohol consumption, or other drug use, for drivers or passengers
C2	explain how alcohol affects driving performance
C3	describe how BAC is determined and measured and how the Implied Consent Law is related to BAC measurement
C4	describe Wisconsin's OWI laws
C5	list <i>3 drugs</i> , other than alcohol, and their effects on the driving task
C6	describe how distractions within the vehicle affect the driver
C7	describe how strong emotions can impact one's driving performance
C8	describe how fatigue affects driving performance and steps drivers can take to reduce or avoid impacts of fatigue on their ability to drive



Driver Education Performance Assessments



Content Area: **D R I V E R E D U C A T I O N :
I M P A I R M E N T P R O F I C I E N C I E S**

Performance Task: **"OWI —What's the Cost?"**

Educational Level: **High School**

Student Instructions

Assume you have been ticketed for an OWI (Operating While Intoxicated). There are certain costs associated with this offense. List all the possible items that will have a cost associated with them, and what you feel the costs would actually be.

Once you have completed your list, add up the estimated costs.

Now compare your list to the list your teacher has along with actual costs for each item.

How many items were you able to identify that were part of your teacher's list?

How close were your estimates?

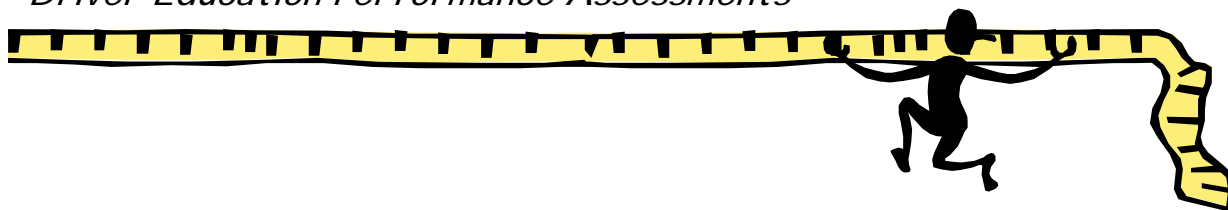
Assessment Criteria

Answers will be scored on the following:

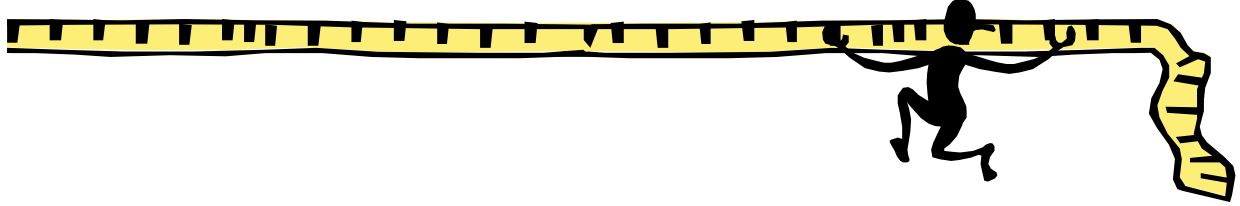
1. How well you compiled a list of associated costs to OWI .
2. How well your list compares to the instructor's list.
3. How well your estimates compare to the class estimates.



Driver Education Performance Assessments



Driver Education Performance Assessments



Content Area: **D R I V E R E D U C A T I O N :
I M P A I R M E N T P R O F I C I E N C I E S**

Performance Task: **"OWI —What's the Cost?"**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Driver Education, Health, Consumer Education

Overview

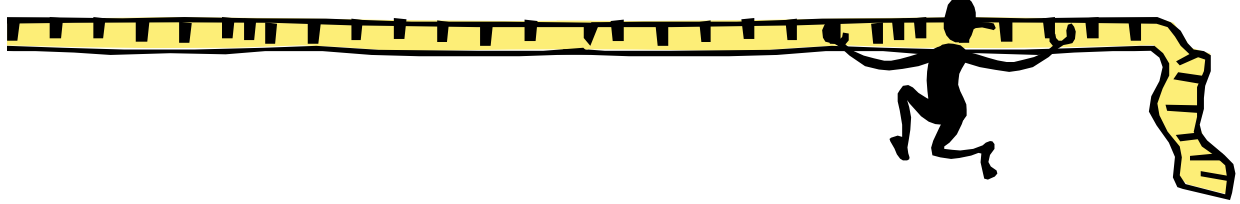
There are many other implications when someone is arrested and convicted of OWI other than just the ticket. The financial implications can be very devastating. Many people, students and adults, don't realize that until they are confronted with the problem of having to deal with them. This exercise will enlighten the student to the ramifications associated with being arrested for OWI.

Requirements

Each student will be expected to submit a list with cost estimates, of the areas that they feel will be financially affected by an OWI arrest and conviction. (Note: this activity can also be done using groups.)



Driver Education Performance Assessments



Time

Fifteen to twenty minutes will be needed for the students to come up with their lists and cost estimates. An additional 40-60 minutes for the entire class to combine each list to accomplish a class list.

Materials

A paper and pencil are needed for the individual list. A large easel, blackboard or laptop computer with a projection system could be used to compile and display a combined class list.

Instructions

Have each student come up with their list of items that would be affected financially by an OWI. Have each student also estimate a dollar amount for each item. Students are to make a copy of their list and estimates, then submit one copy to you, the instructor.

Now develop a class list of items. List and display items. Make certain all student-identified items are included on the class list.

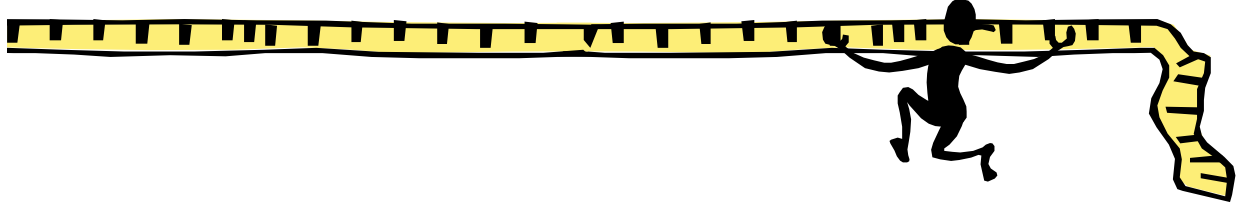
Assign students to call one local person or provider on the list and get a cost estimate. (Note: No one person or provider should be called more than once.)

The homework assignment is to have the students research each area of concern for financial impact. The students will probably need to contact people outside of their immediate family to access the financial costs. Again, these might be short-term or long-term costs.

After the assignment time frame has been reached, a discussion should be held with the entire class on fiscal impacts. Note: This discussion could also include social and personal impacts (name in paper, distress if anyone injured/killed, etc.).



Driver Education Performance Assessments



Assessment Criteria

Answers will be scored on the following:

1. How well the student compiled a list of associated costs to OWI .
2. How well the student's list compares to the instructor's list.
3. How well the student estimates compare to the class estimates.

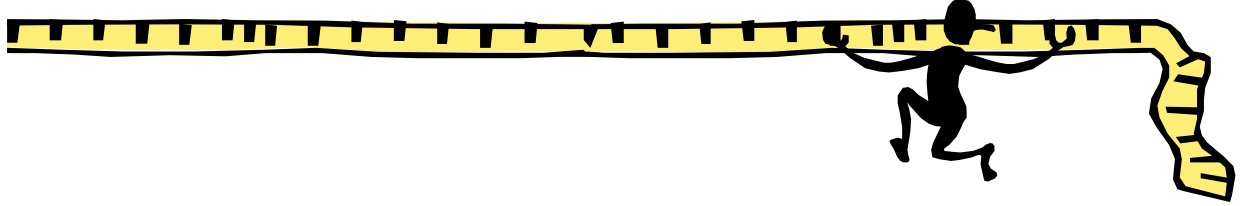
Sample Response

Examples of items, but not limited to:

- *Fines*
- *Surcharges*
- *Court costs*
- *Insurance premium rates*
- *Attorney fees*
- *Loss of income(s)*
- *Alternative transportation*
- *Out-of-pocket expenses (not covered by insurance)*
- *Ear-marked fees/surcharge fees*
- *Probation fees*
- *Car towing fees*
- *Storage fees*
- *License re-reinstatement fees*
- *Alcohol assessment fees*
- *Restricted license fees*



Driver Education Performance Assessments



	Draft Model Academic Standards for High School Driver Education Programs Administered by the Wisconsin Department of Public Instruction: The student is able to...
C1	describe personal consequences and legal implications of alcohol consumption, or other drug use, for drivers or passengers
C2	explain how alcohol affects driving performance
C3	describe how BAC is determined and measured and how the Implied Consent Law is related to BAC measurement
C4	describe Wisconsin's OWI laws
C5	list <i>3 drugs</i> , other than alcohol, and their effects on the driving task
C6	describe how distractions within the vehicle affect the driver
C7	describe how strong emotions can impact one's driving performance
C8	describe how fatigue affects driving performance and steps drivers can take to reduce or avoid impacts of fatigue on their ability to drive



Criteria and General Scoring Rubric

Instructors can make appropriate adaptation for their classroom

Name _____

Project Title _____

Date _____

Criteria	Performance Levels for Student Projects			
Information Content Theme Purpose	✓ is accurate and focused ✓ all points are included ✓ shows detailed understanding	✓ is somewhat accurate and focused ✓ most points are included ✓ shows some understanding	✓ is not accurate and focused ✓ contains errors ✓ does not show understanding	
Your Score	5	4	3	2
Organization Planning Format Decision Making	✓ sequence is logical ✓ all information is organized ✓ plan made and followed	✓ some logical sequence ✓ some organization ✓ plan made but not followed	✓ no logical sequence ✓ disorganized and jumbled ✓ no plan made	
Your Score	5	4	3	2
Communication Clarity Language	✓ is clear and interesting ✓ message consistently reaches intended audience ✓ no major writing errors	✓ somewhat clear and interesting ✓ message reaches intended audience most of the time ✓ few major writing errors	✓ not clear and not very interesting ✓ message is lost entirely and does not reach audience ✓ numerous writing errors	
Your Score	5	4	3	2
Resources References Technology	✓ numerous sources are reported in correct format ✓ use technology suited to audience & purpose	✓ some sources were used and reported ✓ adequate use of technology for audience or purpose	✓ no outside sources were used or reported ✓ did not use technology appropriately	
Your Score	5	4	3	2

Performance Average _____ Total Points _____

